

DOCUMENT RESUME

ED 051 203

SP 007 283

TITLE A Curriculum Guide for Driver and Traffic Safety Education in South Dakota.
INSTITUTION South Dakota State Dept. of Public Instruction, Pierre.
PUB DATE 67
NOTE 101p.; Bulletin Number 71-A
EDRS PRICE EDRS Price MF-\$0.65 HC-\$6.58
DESCRIPTORS *Curriculum Guides, *Driver Education, *Safety Education, *Secondary Education, *Traffic Safety

ABSTRACT

GRADES OR AGES: Not specified. (Secondary). SUBJECT MATTER: Driver and traffic safety education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has four main chapters: 1) "Organization and Administration of the Program"; 2) "Federal and State Regulations"; 3) "Instructional Planning and Utilization," which includes 9 units of classroom instruction (the development of the automobile, the contributions of the automobile, the traffic problem, the driver, habits and attitudes, laws affecting the driver, city and highway driving, pedestrian and cycle safety, and social responsibilities of the driver), simulation, and in-car practice; and 4) "Evaluation Guidelines." Appendixes include suggested record and report forms, and diagrams of intersection patterns and model driving range. The guide is printed and edition bound with a soft cover. OBJECTIVES AND ACTIVITIES: The general objective of the program is described in the introductory material. More specific objectives are implicit in the text. The material for the classroom units consists mainly of discussion on topics which are detailed in the guide. The in-car practice section gives information on recommended activities. INSTRUCTIONAL MATERIALS: Selected references include teacher preparation texts, safety education texts, programed texts, periodicals, and sources of materials. STUDENT ASSESSMENT: Student assessment guidelines are included in the chapter on evaluation, which also deals with the program, facilities and equipment, and the staff. (MBM)

ED051203

STATE OF SOUTH DAKOTA
DEPARTMENT OF PUBLIC INSTRUCTION
PIERRE

**A Curriculum Guide
For
Driver And Traffic
Safety Education
In
South Dakota
1967**

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BULLETIN No. 71-A

SD007283

ED021503

FOREWORD

For many years after the introduction of driver education in the high school curriculum, it remained one of the controversial subjects. Many school administrators and teachers gave little support to this subject and some still question its place in the school program. Those who support it believe that it is worthwhile if only one life is saved because of it.

The first driver education course was taught in South Dakota in 1947 when two high schools included it among their course offerings. From this humble beginning it has increased each year on a voluntary basis, to where 137 high schools offered the course in the 1966-67 school year. During this same year more than 60 per cent of the eligible high school students in South Dakota were enrolled in an approved course.

With the increased emphasis on this type of instruction in recent years and with the mandate from Congress as expressed in the provisions of the National Highway Safety Act of 1966, it is vital that South Dakota have a new and up-to-date curriculum guide for use by school administrators and driver education teachers.

With this in mind we arranged for a Curriculum Workshop to be held on the Campus of Northern State College in Aberdeen during the summer of 1967. We are deeply indebted to Mr. E. R. Williamson of the Northern Faculty who served as director of the workshop and to each of the driver education teachers who participated and helped to develop this guide. The quality of the guide is evidence of the many hours of hard work which the members of the committee devoted to the project. We take this means of thanking them for this faithful, valuable, and professional service. We hope they derive much satisfaction from the knowledge that they have made a valuable contribution to the improvement of instruction in driver education in South Dakota.

This guide represents the latest trends and developments in the field of driver education and we are pleased to recommend it to school administrators and driver education teachers. We hope the use of this guide will serve to advance and improve driver education instruction in our state.

F. R. Wanek
Acting State Superintendent

June, 1967

PREFACE

This Curriculum Guide for Driver and Traffic Safety Education has been prepared to give direction to administrators and instructors interested in planning a driver and traffic safety education program for secondary schools of South Dakota.

This publication presents facts pertinent to one facet of the comprehensive K-12 program and should serve as a useful instructional tool for organizing, administering, and teaching driver and traffic safety education.

In organizing and administering a comprehensive K-12 program, interested superintendents will work in close conjunction with the office of the State Department of Public Instruction to develop local programs to comply with standards envisaged by the Federal Highway Safety Act of 1966. Further technical considerations of such a comprehensive program are not within the scope of this text.

Assistance in the planning and preparation of this publication was provided by Dr. Ray Wahl, Associate in Safety Education, National Commission on Safety Education, NEA.

A teacher of driver and safety education in the secondary schools of Northampton, Pennsylvania for eighteen years, with additional teaching experience in English and social science, Dr. Wahl is a graduate of Muhlenberg College, Allentown, Pennsylvania, with the degree of Bachelor of Philosophy. He was awarded the Master of Arts and Doctor of Philosophy degrees in safety education at New York University and served as Highway Safety Adviser with the Department of Public Instruction, Commonwealth of Pennsylvania, before affiliating with the National Commission on Safety Education. He is the author of several publications, has contributed to nationally distributed educational publications in the discipline, and has, as an Air Force Reserve officer, compiled a number of programmed textbooks specifically for this branch of the armed forces.

The coordinator of the workshop which prepared this publication was Edwin R. Williamson, Associate Professor of Mathematics and Supervisor of Driver and Traffic Safety Education at Northern State College. His

special preparation in safety education includes workshops at the University of Illinois and at Michigan State University. He has been conducting teacher preparation courses in the area for the past nineteen years.

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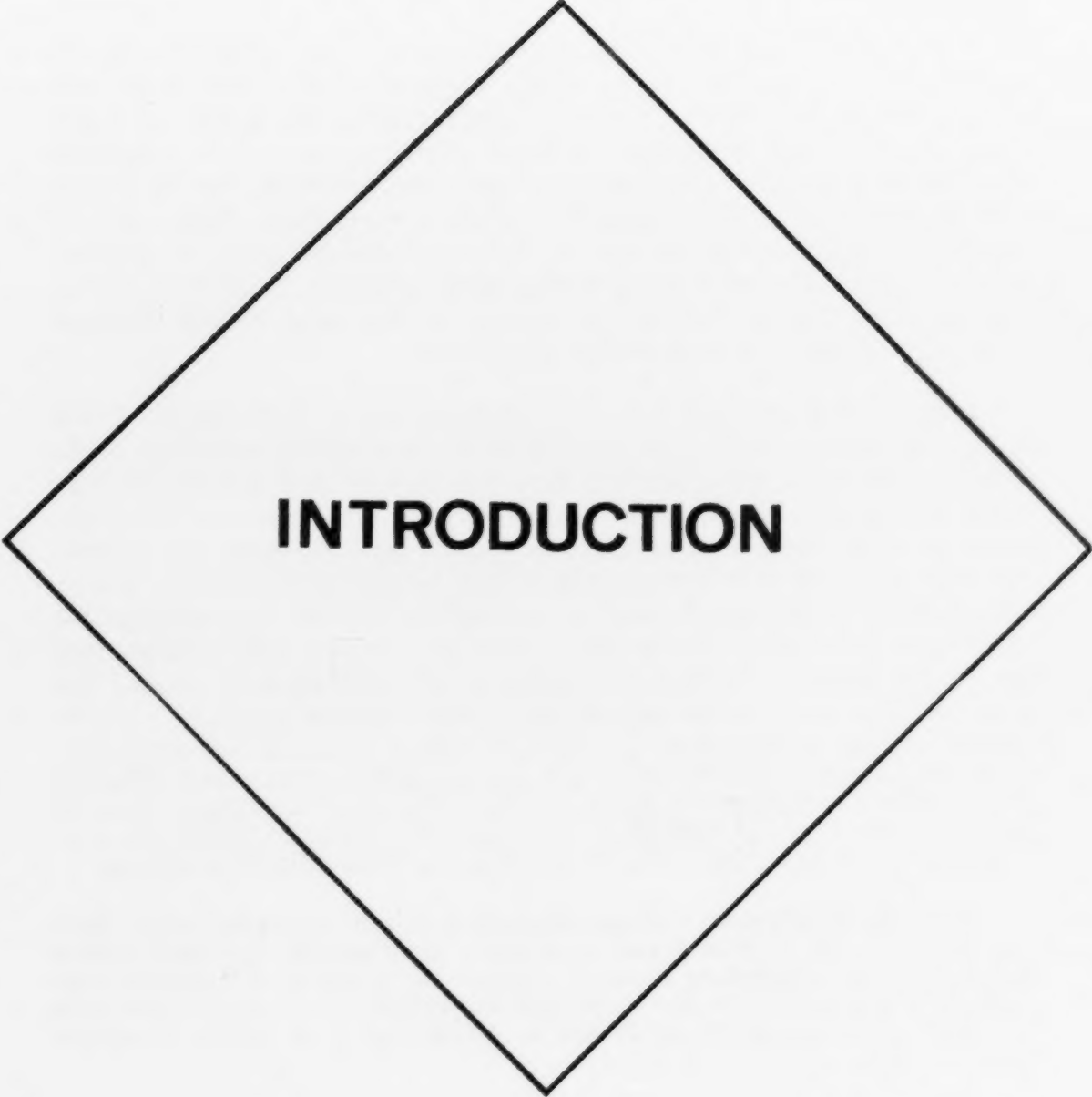
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INTRODUCTION

1

EDUCATION FOR LIFE

Education, which has been defined and re-defined throughout man's history, is now more than ever being re-defined. From its inception proponents have claimed that driver education, as all worthwhile educational endeavor, is for life. Has this claim been supported by facts?

Public acceptance of driver education is strongly evidenced by its growth and the diversity of its public support on the local, state, and national levels. Increasing interest among persons representing walks of life has led to the recognition of driver education, as seen by programs of community support, insurance and licensing privileges for its graduates, and financial aid to schools from state governments. More recently the Federal Highway Safety Act of 1966 expanded its scope by mandating a comprehensive driver and traffic safety program in all fifty states, and according means of financial support to the local schools through their State Departments of Public Instruction.

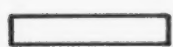
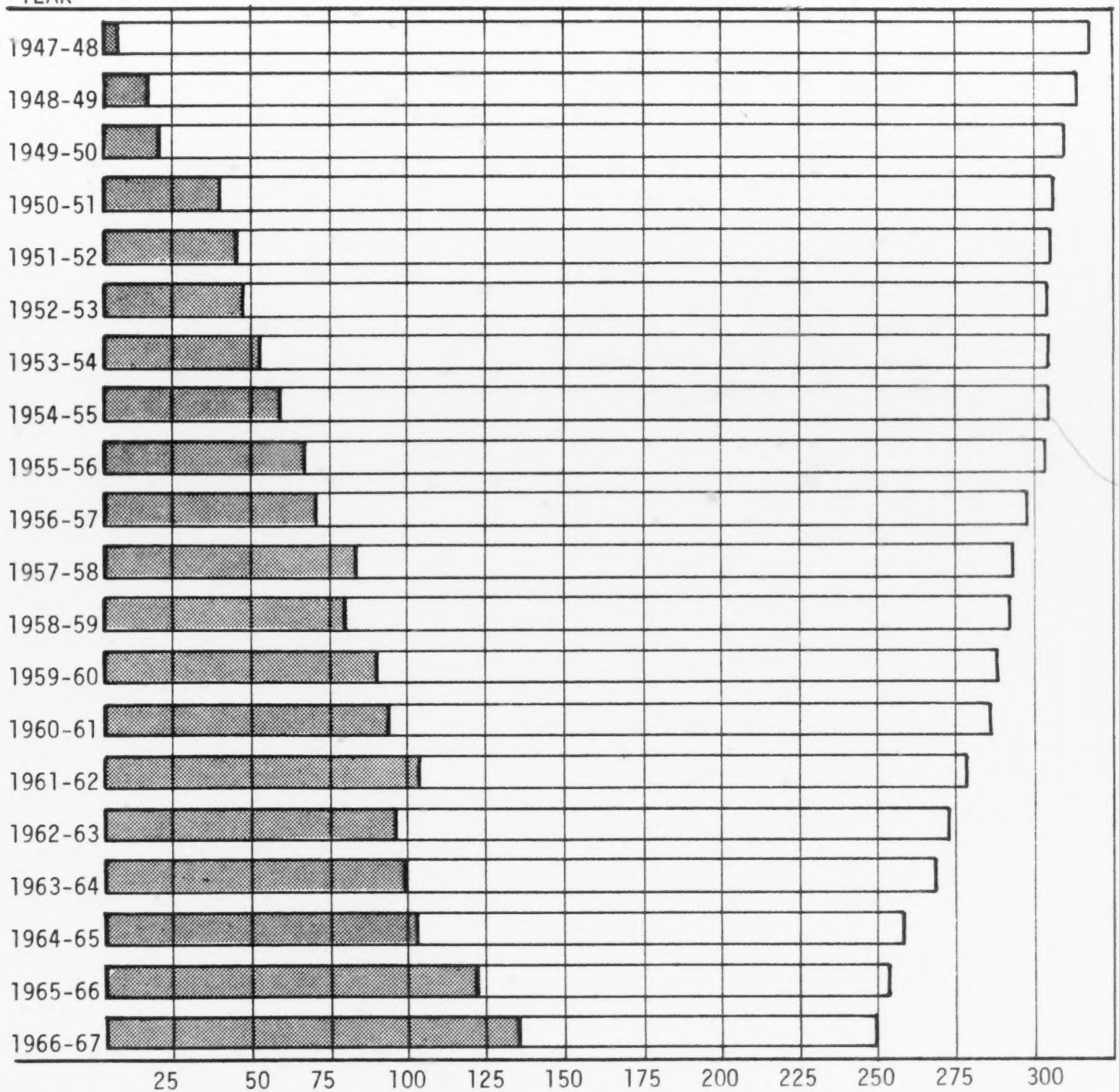
Enforcement, engineering, and education have been three of the major disciplines contributing to solution of the nation's appalling traffic problem. Although young drivers have the physical and mental qualities which should place them among the best drivers on the streets and highways, the facts show that, as a group, their record is among the poorest. The high accident involvement, and rising human and economic waste, coupled with the increased youthful population, present the challenge for all citizens to recognize the seriousness of the problem and to take steps toward its solution. Driver and traffic safety education is one of the most effective long-range approaches toward such a solution. Driver education seeks to transform questionable driver behavior into those patterns considered by society as being representative of safe and effective motor vehicle operation. It has been evaluated as a significant force in saving human life and suffering. Also attributed to the program's success are economic savings concomitant to the reduction of accidents.

Behavior developed in school tends to continue into adulthood. Educationally sound programs can contribute significantly to man's nobler characteristics. Therefore a sound educational program of highway citizenship, if appropriately developed and supported, is not only in complete harmony with total goals professed by education; it is indeed education for life itself.

In South Dakota, driver and traffic safety education began in 1947 with two schools offering courses. Since that time there has been a noteworthy increase in both the number of schools providing and eligible students receiving instruction. The yearly growth of the program is illustrated in the chart which follows.

DRIVER EDUCATION in SOUTH DAKOTA

SCHOOL
YEAR



TOTAL NUMBER OF HIGH SCHOOLS



NUMBER OF SCHOOLS OFFERING DRIVER EDUCATION

GENERAL OBJECTIVE

Preparing individuals for life in an increasingly complex, traffic-oriented environment by developing within them the attributory requisite for efficient, responsible, and informed traffic citizenship, is the fundamental purpose of the content presented in the ensuing guide.

The achievement of this educational goal, which is gaining expanded nation-wide emphasis, can be accomplished best by the implementation of adequate courses in all secondary schools. This guide has been prepared to facilitate the organization and operation of such courses. It also outlines certain fundamentals concerned with leadership and support without which success is not possible.

These factors—the courses, the leadership, the support—combine to provide a permanent program on its own proven merit, inherently a component of the academic offerings of American education today and tomorrow.

DEFINITION OF TERMS ¹

Comprehensive Safety Program—those organized learning experiences administered in the school curriculum, from kindergarten through adulthood, which are specifically directed toward the individual's present and future safe-living

Driver and Traffic Safety Education—those organized learning experiences provided by the school for the purpose of helping students to become good traffic citizens and to use motor vehicles safely and efficiently

Classroom Instruction—group instruction which covers such content areas as traffic citizenship, laws and regulations, characteristics of drivers, role of government, automobile use, and traffic problems

Laboratory Instruction—an extension of classroom instruction which provides students with opportunities for traffic experiences under real or simulated conditions

Dual-Control Car—a car equipped with an extra brake and, where necessary, an extra clutch pedal

In-Car Practice—supervised student experience at the controls of a practice driving car either on-street or on a multiple-car driving range

Observation time—includes student time spent in vehicle other than at the controls and involves group discussion and assessment of the driving task

Simulation—a teaching method employing both films and electromechanical devices designed to represent the driver's compartment of the automobile, through which students develop proper judgment and behavior responses as well as manipulative skill

Multi-Car Driving Range—an off-street area on which a number of cars are used simultaneously to provide laboratory instruction under the supervision of one or more teachers. The area includes:

- a. space for development of fundamental skills
- b. road surfaces wide enough for two-way and multiple-lane traffic
- c. intersections, curves, and grades
4. lane markings, signs, and signals
- e. a method of communication between teacher and students by radio, loud speaker, or other effective means

Psychophysical Equipment—testing devices used to demonstrate varying abilities related to field of vision, visual acuity, distance judgment, reaction time, color discrimination, etc.

¹ Most of the definitions are taken directly from:
National Commission on Safety Education, **Policies and Practices for Driver Education**. Washington, D. C. National Education Association 1964

**ORGANIZATION
&
ADMINISTRATION**

Chapter I

CHAPTER I

ORGANIZATION AND ADMINISTRATION

In a society that utilizes the motor vehicle as extensively as ours, Driver and Traffic Safety Education deserves a place in the curriculum. Attention must therefore be given to the framework of such a program.

The State Department of Public Instruction has the responsibility to furnish organizational and administrative leadership to the local schools for programs of Driver and Traffic Safety Education. The department also establishes policies and procedures to implement these programs.

Delegation of responsibility to schools by the State Department of Public Instruction with regard to policy, finance, instruction, use of material, available resources and community cooperation confers authority for carrying out these functions and policies.

A safety director as a member of the district administrative staff, who has adequate preparation in safety education, will be needed in each school system to coordinate safety policies at both the elementary and secondary levels. Necessary authority should be delegated by the Superintendent of Schools to carry out these policies. In addition, a representative from each building would be helpful in working with the safety director to coordinate the entire program.

A safety committee of interested personnel will be helpful in administering a successful program. Those faculty members who are teaching in fields closely related to driver and traffic safety education would be the most likely personnel to enlist.

An advisory committee could be formed for a specific purpose. Representatives of professional and business interests, leaders of the community, law enforcement groups, fire prevention agencies, civic and industrial groups could survey the safety needs of the school and community. After such a survey and careful study, the recommendations of this committee should be made to school officials.

Traffic safety is treated as an integral part of the elementary program and as a separate subject in the secondary program. Under the Federal Highway Safety Act of 1966, Driver and Traffic Safety Education must be offered by the public schools to every eligible student in the community. The program should be provided when the learning experience and motivation reaches the peak of interest for the student. This is usually just prior to the time the student reaches legal driving age.

Teacher Certification and Qualifications

Instructors in Driver and Traffic Safety Education must have:

1. A valid Secondary Certificate for South Dakota.
2. Such courses as are currently required by the State Department of Public Instruction.
3. A valid South Dakota driver's license.

Other desirable personal qualifications are:

1. A good driving record.
2. Emotional stability.
3. An understanding of youth and their problems.
4. An interest in fields closely related to driver and traffic safety education.
5. A basic understanding of motor vehicles.
6. A strong desire to set an example as a good driver.
7. An ability to evaluate the program.

The Classroom and Related Facilities

The classroom should be one that is permanently assigned, and adequate for driver and traffic safety education. Since extra materials are required, a larger room is desirable. It should contain equipment and facilities for utilizing multi-phase media, educational T. V., and other innovative instructional techniques. This room should be located near a room that will accommodate simulation and other electromechanical devices. Adjacent office facilities should be provided for the conduct of required activities, such as scheduling, record keeping, and other functions related to administering the program.

Scheduling

Driver and Traffic Safety Education schedules vary in different schools. The program must be organized so as to provide optimum learning on the part of the individual student, both in the classroom and in-car practice driving. Simulators and multi-car ranges tend to increase student-teacher ratio.

No single scheduling plan will meet the needs of all secondary schools offering Driver and Traffic Safety Education. The schedule should be such that the present minimum of thirty classroom hours of instruction and six hours of in-car instruction will be met.

The table below will indicate the number of school periods required to complete this program.

TABLE I
CLASSROOM INSTRUCTION

MINUTES PER PERIOD	MINIMUM NUMBER OF SESSIONS REQUIRED FOR 30 CLOCK HOURS
45	40
50	36
55	33
60	30

TABLE II
IN-CAR INSTRUCTION

MINUTES PER PERIOD	MINIMUM NUMBER OF SESSIONS REQUIRED FOR SIX CLOCK HOURS OF IN-CAR INSTRUCTION		
	2 STUDENTS IN CAR	3 STUDENTS IN CAR	4 STUDENTS IN CAR
45	16	24	32
50	15	22	29
55	14	20	27
60	12	18	24

Procurement of Vehicles for In-Car Practice Driving

In South Dakota, vehicles are usually obtained on a free loan basis from local automobile dealers. Dual controls may be furnished by the dealer or purchased by the school.

Agreement forms may be obtained from the South Dakota Auto Club or through the automobile dealer. See appendix E pg. 84 for a sample form.

Use of Car

The driver education car is one of the most conspicuous vehicles in town. It should be supervised closely by the driver and traffic safety instructor to insure that:

1. It is used only in connection with the driver and traffic safety education program.

2. Its use during adverse conditions will be determined by the person best qualified to make this decision—the driver and traffic safety education instructor.
3. Drivers of such vehicles are meticulous in operating the vehicle in a courteous and safe manner to exemplify the best in driving skills and attitudes.
4. The vehicle is kept clean and maintained in the manner recommended in the owner's manual.
5. For the protection of all parties agreeing to the vehicle loan contract, insurance will be purchased, usually by the school. All persons and organizations which could possibly be liable in any way should be listed in the insurance policy. Recommended coverage should include:
 - a. bodily injury and personal property damage (\$100,000/\$300,000/\$25,000)
 - b. medical payments (\$2,500)
 - c. comprehensive
 - d. collision
 - e. any other insurance that the school deems necessary

Identification of Vehicle

All vehicles used for in-car instruction shall be identified by signs and/or decals on the vehicle. Another identifying device is the special driver education license plates which may be obtained upon application to the Commissioner of Motor Vehicles. See section 44.0113-5 of the South Dakota Motor Vehicle Code.

Student Permission to Drive Dual Control Car

An authorization to drive, which is valid only in the driver education car while the instructor is in the front seat with the student, may be obtained from the State Department of Motor Vehicles by submitting a list of names for approval after the course has been approved by the State Department of Public Instruction. See appendix E pg. 85 for proper forms.

Course

The approved program encompasses both classroom and laboratory instruction. To achieve all the objectives both phases of instruction must be an integral part of the school curricular program. Laboratory instruction should be given only to students who have had or are currently taking classroom instruction. Content may be structured to fit particular needs:

1. Single car plan—laboratory instruction is provided for groups of two, three or four students at a time with one instructor in a dual control car. The teacher instructs and guides the practice during each period spent in the car.
2. Multiple-car driving—the special feature of this plan is that a number of cars operate on an off-street area under the direction and supervision of one or more instructors.
3. Driving simulation—through use of electromechanical devices and special films, groups of students are given learning experiences that will considerably enhance and shorten in-car instruction.

Credit

Credit toward graduation should be given commensurate with local school policy for other academic disciplines.

Adult Education

As stated in the Federal Highway Safety Act of 1966, adult programs and re-training of selected drivers will be required.

Local arrangements will be necessary to satisfy the motor vehicle dealer, school board, administration and driver education instructor as to:

1. Suitable financial arrangements.
2. Time allocations for administering the course.

Contact the State Department of Public Instruction for further information.

Public Relations

Procedures should be developed to provide students and parents with information about driver and traffic safety education requirements and enrollment practices. Since the program is continually in the public eye, effective public relations are important. A working relationship should be established with public officials and community agencies interested in driver and traffic safety and recognition should be given to the auto dealers providing the motor vehicles.

**FEDERAL & STATE
REGULATIONS**

Chapter II

CHAPTER II

FEDERAL AND STATE REGULATIONS

The Federal Highway Safety Act of 1966

Listing of Standards

- 4.4.1 Periodic Motor Vehicle Inspection
- 4.4.2 Motor Vehicle Registration
- 4.4.3 Motorcycle Safety
- 4.4.4 Driver Education
- 4.4.5 Driver Licensing
- 4.4.6 Codes and Laws
- 4.4.7 Traffic Courts
- 4.4.8 Alcohol in Relation to Highway Safety
- 4.4.9 Identification and Surveillance of Accident Locations
- 4.4.10 Traffic Records
- 4.4.11 Emergency Medical Services
- 4.4.12 Highway Design, Construction and Maintenance
- 4.4.13 Traffic Control Devices
- 4.4.14 Pedestrian Safety
- 4.4.15 Debris Removal
- 4.4.16 Police Traffic Service
- 4.4.17 Community Support
- 4.4.18 Public Information

The standards listed here pertain to 4.4.3 Motorcycle Safety and 4.4.4 Driver Education, and are the same as those published by the United States Department of Transportation, National Highway Safety Bureau.

4.4.3 Motorcycle Safety

Introduction

It is clear that there are many actions which can be taken to reduce significantly deaths and injuries from motorcycle accidents. Every state should have a program specifically related to motorcycle operation including requirements for licensing, inspection and safety equipment.

Background

Deaths and injuries from motorcycle accidents doubled between 1963 and 1965. This fact is particularly alarming when it is understood that most of those killed and injured were young people under the age of 25. Motorcycle registrations have jumped from 574,080 in 1960 to 1,914,700 in 1966. By 1970 the annual increase is expected to reach one million per year. Motorcycle safety takes on grave dimensions in view of the fact that since 1960 the rate of motorcycle fatalities has increased at about the same rate as the number of motorcycles.

Purpose

To assure that motorcycles, motorcycle operators and their passengers meet standards which contribute to safe operation and protection from injuries.

Standard

For the purposes of this standard a motorcycle is defined as any motor-driven vehicle having a seat or saddle for the use of the rider and designed to travel on not more than three wheels in contact with the ground, but excluding tractors. Each State in cooperation with its political subdivisions and local governments shall have a motorcycle safety program which shall provide for:

- I. Licensing of Operators — Operators of motorcycles and other two-wheeled motor vehicles shall be licensed in accordance with standards indicated under Highway Safety Program Standard No. 4.4.5—Driver Licensing.
- II. Protective Headgear — Motorcycle operators and their passengers shall be required to wear protective headgear at all times when their vehicles are in motion. The headgear shall meet standards set by the Secretary, Department of Commerce.
- III. Eye and Face Protection — All motorcycle operators shall be required to use safety glasses, goggles, face shields, or windscreens or windshields whenever their vehicles are in motion.
- IV. Safety Equipment — Required safety equipment shall be in evidence on the motorcycle prior to registration, and shall, as a minimum:
 - A. Conform to standards set by the Secretary, Department of Commerce, and
 - B. Include additional equipment provided for in the Uniform Vehicle Code.¹
- V. Inspection — Each State shall include motorcycles as a part of the periodic motor vehicle inspection program.

¹ National Committee on Uniform Traffic Laws and Ordinances, **Uniform Vehicle Code**. (Revised) Washington, D. C. The Committee, 1962.

4.4.4

Driver Education

Introduction

There is a national need for the improvement of public and private driver education courses and for making them more widely available. Higher standards of classroom and behind-the-wheel instruction are of central importance, together with the resources required to implement such standards. Also needed is the development of programs for dealing with the remedial training of problem drivers.

Background

Section 402 (b) (1) The Secretary shall not approve any State highway safety program under this section which does not —

(E) provide for comprehensive driver training programs, including (1) the initiation of a State program for driver education in the school systems or for a significant expansion and improvement of such a program already in existence, to be administered by appropriate school officials under the supervision of the Governor as set forth in subparagraph (A) of this paragraph; (2) the training of qualified school instructors and their certification; (3) appropriate regulation of other training schools, including licensing of the schools and certification of their instructors; (4) adult driver training programs, and programs for the retraining of selected drivers; and (5) adequate research, development and procurement of practice driving facilities, simulators, and other similar teaching aids for both school and other driver training use.

Highway Safety Act of 1966 (23 USC)

In addition to the driver education courses given in public schools, privately operated commercial driver training schools exist in most States and are controlled by regulation in about half of the States. Obviously, the option for both students and adults to obtain driver training through private means should be available, provided the quality of the training is required to be maintained at a prescribed level.

Report No. 1700, House of
Representatives, 89th Congress,
2nd Session, July 15, 1966,
p. 9

Purpose

To insure that every eligible high school student has the opportunity to enroll in a course of instruction designed to train him to drive skillfully and as safely as possible under all traffic and roadway conditions.

To insure that commercial driver training schools achieve and maintain a corresponding level of instruction for beginning drivers with recognition of differences between the needs of adults and adolescents.

To provide education courses offering driving instruction to adults.

Standard

Each State, in cooperation with its political subdivisions, shall have a driver education and training program. This program shall provide at least that:

- I. There is a driver education program available to all youths of licensing age which:
 - A. Is taught by instructors certified by the State as qualified for these purposes.
 - B. Provides each student with practice driving and instruction in at least the following:
 1. Basic and advanced driving techniques including techniques for handling emergencies.
 2. Rules of the road, and other State laws and local motor vehicle laws and ordinances.
 3. Critical vehicle systems and subsystems requiring preventive maintenance.
 4. The vehicle, highway and community features:
 - a. that aid the driver in avoiding crashes,
 - b. that protect him and his passengers in crashes,
 - c. that maximize the salvage of the injured.
 5. Signs, signals, and highway markings, and highway design features which require understanding for safe operation of motor vehicles.
 6. Difference in characteristics of urban and rural driving including safe use of modern expressways.
 7. Pedestrian safety.
 - C. Encourage students participating in the program to enroll in first aid training.
- II. There is a State research and development program including adequate research, development and procurement of practice driving facilities simulators, and other similar teaching aids for both school and other driver training use.

- III. There is a program for adult driver training and retraining.
- IV. Commercial driving schools are licensed and commercial driving instructors are certified in accordance with specific criteria adopted by the State.
- V. The program shall be periodically evaluated by the State, and the National Highway Safety Bureau shall be provided with an evaluation summary.

South Dakota Driver License Information

Any person who operates a motor vehicle including a driver education vehicle upon any street or highway in South Dakota must have a valid license or other authorization to do so. See appendix E pg. 85 for a sample form. No person shall be permitted to have more than one valid operators license at any time.

The State of South Dakota issues the following kinds of licenses and permits: Operator's License, Instruction Permit, Restricted Permit.

A \$3.00 fee is charged upon application for each license or permit, but no charge is made for the driver education authorization.

- I. Operator's License—To be eligible, the applicant must be 16 years of age. The operator's license is issued to every applicant qualifying by passing the driver's examination, and is valid for a period of four years.
- II. Examination—Every person applying for an operator's license shall take an examination. The examination shall include a vision test, road rules and road sign written test and behind the wheel performance test.

The licensee shall immediately upon receipt of the operator's license write his name the same as it is typed on the license and in the proper space provided for his signature. Any erasure will VOID the license. No license shall be valid until it has been properly signed by the licensee.

All persons between the ages of 16 and 21 years, inclusive, holding an operator's license on or at any time after July 1, 1965 shall submit to the Driver License Examiner:

- A. A front facial-view photograph bearing a true likeness of the holder of the operator's license. The photograph shall not be smaller than one and one-fourth inches square nor larger than one and one-half inches square.
- B. A certified copy of the operator's birth certificate.

The Commissioner of Motor Vehicles shall suspend, upon notification by any peace officer, the license of any operator between the ages of 16 and 21 years inclusive who has failed to comply with the above provisions. Such suspension shall be for a period

of thirty days and shall be effective from and after the date the operator is notified of such suspension by the Commissioner of Motor Vehicles.

- III. Expiration—Every operator's license shall expire thirty days after the licensee's birthday in the fourth year following the issuance of such license.
- IV. Renewal—The operator's license may be renewed any time during the thirty day period before the expiration date, by making application and payment of the required fee.

The renewal of an operator's license shall not include a written test of the rules of the road and road signs and the actual behind the wheel performance driving test if said applicant has been convicted of no motor vehicle law or ordinance violation for four years immediately preceding the application. Everyone must take the vision test.

If an operator's license has expired before application is made for renewal, the applicant must take all the tests.

- V. Instruction Permit: To be eligible the applicant must be at least 14 years of age. The instruction permit is issued to an applicant who wants to learn how to operate a motor vehicle. After the applicant has passed all parts of the examination other than the driving test, the instruction permit will entitle the permittee while having such a permit in his immediate possession, to drive a motor vehicle for a period of sixty days when accompanied by a licensed operator who has had at least one year of driving experience and who is occupying a seat beside the driver. Any such permit may be renewed for an additional period of ninety days.
- VI. Restricted Permit: A restricted permit may be issued, upon application therefore, and payment of the proper fee, and passing of all driver's license examination tests, to any minor between the ages of 14 and 16 years, which permit shall entitle the holder thereof, while having such permit in his immediate physical possession to operate a motor vehicle during the hours of 6 A. M. to 7 P. M. Standard Time if such motor vehicle is being operated under the direction of his parents or legal guardian, or when accompanied by a licensed operator who has had at least one year of driving experience and is at least 18 years of age who is occupying a seat beside the driver.

Said restricted permit shall not entitle the permittee to operate a motor vehicle, in excess of 20,000 pounds gross vehicle weight, or more than fifty miles distance in any direction from his parents or legal guardian's legal residence or domicile, nor shall said restricted permit entitle the permittee to operate a motor vehicle on which is mounted a saw mill, a motor vehicle used in transportation of products originating in, or produced from, or necessary to mining or logging operations, or a motor vehicle used in the construction of roads and highways, or a motor

vehicle used in the construction of stockwater dugouts or dams and other soil and water conservation projects which are not located on the farm or ranch of the parent or legal guardian.

The issuance of such restricted permit shall be on a probationary basis and the Commissioner of Motor Vehicles on the receipt of a record of conviction for a traffic violation or a conviction for a violation of this restricted license, shall revoke such restricted license until the licensee's 16th birthday.

- VII. Duplicates—In the event that a license or restricted permit is lost or destroyed the person to whom the license or restricted permit was issued to may, upon payment of the required fee, obtain a duplicate, by contacting a Driver License Examiner and completing an affidavit to the department that their license or permit has been lost or destroyed. The examiner will then issue a Temporary Permit valid for a period of thirty days, to enable the person to continue driving until Duplicate License or Restricted Permit is received in the mail.
- VIII. Department May Require Examination, Interview or Re-examination—The Department having good cause to believe that a licensed operator is incompetent or otherwise not qualified to be licensed, may upon written notice of at least five days to the licensee require him to submit to an examination or interview. Upon the conclusion of such examination or interview the Department shall take action as may be appropriate and may suspend or revoke the license of such person or permit him to retain such license, or may issue a license subject to restrictions as permitted under Section 44.03B12. Refusal or neglect of the licensee to submit to such examination or interview shall be grounds for suspension or revocation of his license.
- IX. Mandatory Revocation—The department shall forthwith revoke the license or permit of any operator upon receiving a record of such operator's conviction of any of the following offenses:
- A. Manslaughter resulting from the operation of a motor vehicle.
 - B. Driving a motor vehicle while under the influence of intoxicating liquor, alcoholic beverages, or a narcotic drug, or under the influence of any other drug to a degree which renders him incapable of safely driving a motor vehicle.
 - C. Any felony in the commission of which a motor vehicle is used.
 - D. Failure to stop and render aid as required under the laws of this State in the event of a motor vehicle accident resulting in the death or personal injury of another.

- E. Perjury or the making of a false affidavit or statement under oath to the department under this act or under any other law relating to the ownership or operation of motor vehicles.
 - F. Conviction, or forfeiture of bail not vacated, upon three charges of reckless driving committed within a period of twelve months.
- X. Suspension or Revocation—The department is hereby authorized to suspend the license of an operator without preliminary hearing upon a showing by its records or other sufficient evidence that the licensee:
- A. Has been convicted of an offense for which mandatory revocation of license is required.
 - B. Has been convicted with such frequency of serious offenses against traffic regulations governing the movement of vehicles as to indicate a disrespect for traffic laws and a disregard for the safety of other persons on the highways.
 - C. Whenever any operator appears by the records of the department to be an habitually reckless and negligent operator of a motor vehicle or to have repeatedly violated any of the state traffic laws, municipal ordinances which are in strict conformity with state law and adopted by a local authority other than regulations governing standing or parking, or any of the county speed limits set pursuant of law.
 - D. Is incompetent to drive a motor vehicle.
 - E. Has permitted an unlawful or fraudulent use of such license.
 - F. Has committed an offense in another state which if committed in this State would be grounds for suspension or revocation.
- XI. Cancellation—The department is hereby authorized to cancel any operator's license, instruction permit, or temporary license, upon determining that the licensee was not entitled to the issuance thereof hereunder or that said licensee failed to give the required or correct information in his application or committed any fraud in making such application.

Upon such cancellation, the licensee must surrender the license so cancelled to the department.

Motorcycle Act

Since driver and traffic safety instructors are often asked about cycles by their students and since cycles are becoming more numerous on our streets and highways, the following has been included.

SECTION 1—"Motorcycle" includes motorcycles, motorbikes, bicycles with motor attached and all motor operated vehicles of the bicycle or tricycle type, whether the motive power be a part thereof or attached thereto, and having a saddle or seat with the driver sitting astride or upon it, or a platform on which the driver stands, but excluding a tractor.

SECTION 2—No person shall operate a motorcycle on the public streets or highways without a motor vehicle drivers license or permit upon which a state testing officer has certified that such person is qualified to operate such motorcycle. The Commissioner of Motor Vehicles shall promulgate rules and regulations to implement this section.

SECTION 3—No person shall operate on a public street or highway a motorcycle on which the handlebars or grips are more than fifteen inches above the seat level when depressed.

SECTION 4—It shall be unlawful for any person to operate or ride upon a motorcycle on the public streets or highways of this State unless such person wears a protective helmet of a type approved by the Commissioner. The Commissioner of Motor Vehicles is authorized and empowered to adopt rules and regulations covering the types of helmets and the specifications therefor and to establish and maintain a list of approved helmets which meet the specifications as established hereunder.

SECTION 5—Every motorcycle shall at all times be equipped with an adequate muffler in constant operation and properly maintained to prevent any excessive or unusual noise, and no muffler or exhaust system shall be complete with a cutout, bypass, or similar device. It shall be unlawful to make any alterations either by way of addition or modification of any original or stock muffler.

SECTION 6—It shall be unlawful for an operator as driver of a motorcycle while operating on the public streets or highways of this State to carry any other person thereon, except on a seat securely fastened to the machine to the rear of the driver provided with foot rests or in a sidecar attached to the motorcycle and designed with the purpose of carrying a passenger. The passenger shall wear all of the safety equipment which is required for the operator of the motorcycle.

SECTION 7—No dealer nor person renting or loaning motorcycles shall loan or rent a motorcycle unless a valid license or permit is shown such dealer by the renter or loanee and possesses the safety equipment required of the operator of such motorcycle.

SECTION 8—It shall be unlawful for a renter or loanee as provided in Section 7 of this Act to permit any other person to operate such motorcycle.

SECTION 9—It shall be unlawful to operate a motorcycle in any municipal, county, or state park or recreation area except upon the normally traveled roads or roadways, or in specifically designated areas.

SECTION 10—This act shall not apply to vehicles used for special occasions such as display, parade, exhibitions and similar uses.

SECTION 11—Any person, firm, or corporation adjudged to be in violation of any provision of this Act shall be guilty of a misdemeanor and shall be subject to a fine of not less than five dollars nor more than one hundred dollars.

**INSTRUCTIONAL PLANNING
&
UTILIZATION**

Chapter III

CHAPTER III

INSTRUCTIONAL PLANNING AND UTILIZATION

Instructional methods should be based on the needs and interest of particular groups of students and of individuals within each group, as well as on the environment in which they live. These principles apply equally to programs for high school students, adults, out-of-school youth and college students. While broad outlines can be suggested here, specific local program details can be determined only by administrators and teachers as they study how to best accomplish their objectives.

It is essential that instructors stay abreast of current developments within the rapidly changing area of driver and traffic safety education. This may be accomplished through active membership and participation in associated professional organizations, conferences, and workshops. This broadening of personal knowledge should be utilized for self improvement and for improvement of instruction.

To develop a professional posture in safety education, individuals have banded together in various professional organizations which deal with matters related to traffic safety. Some of these organizations are:

1. AMERICAN DRIVER AND TRAFFIC SAFETY EDUCATION ASSOCIATION
(A.D.T.S.E.A.)
2. SOUTH DAKOTA DRIVER EDUCATION ASSOCIATION
(S.D.D.E.A.)
3. AMERICAN SOCIETY OF SAFETY ENGINEERS
(A.S.S.E.)
4. INSTITUTE OF TRAFFIC ENGINEERS
(I.T.E.)

PART I CLASSROOM INSTRUCTION

In view of the increasing complexity of the traffic program many authorities agree on the need for extending classroom instruction to as much as ninety clock hours.

The outline below suggests units of study for a full ninety hour course in Driver and Traffic Safety Education. An asterisk (*) indicates material which should be included in a thirty hour course.

Specific Objectives

1. Learning the appropriate knowledge for increasing efficiency of living in the total traffic environment—PHYSICAL, SOCIAL, PSYCHOLOGICAL, MORAL, and LEGAL.
2. Learning fundamental driving skills and establishing basic and correct skill habits.

3. Achieving a desirable pattern for behavior in our traffic society.
4. Developing the ability to recognize, analyze and respond to traffic situations in a manner that demonstrates proficiency in the driving tasks.
5. Developing an understanding of both driver and pedestrian limitations, obligations, and responsibilities from legal and social viewpoints.
6. Understanding how society may attain maximum efficiency in the operation of its motor vehicle transportation system.

Criteria

The planning of learning experiences for students of Driver and Traffic Safety Education should be a significant phase of the teacher's instructional preparation. Experiences are to be planned in order to enhance learning and assist in the achievement of program objectives. Haphazard planning on the part of the instructor results in limited learning experiences and lack of student interest and accomplishment.

The Fourth National Conference on Driver Education suggests that the following criteria be used in the selection of learning experiences for driver and traffic safety education students.

Learning experiences selected should: ¹

1. be consistent with general objectives of education
2. contribute to the achievement of the specific purposes of the course
3. contribute to the development of safety consciousness
4. provide for acquisition of correct driving habits
5. insure a complete and balanced program
6. be psychologically sound and socially acceptable
7. originate in problems that reflect student needs
8. accommodate individual differences
9. motivate the student to continue in the maintenance and improvement of his proficiency as a safe driver
10. provide for and encourage student centered activities

Content

The units in this section are arranged in a preferred sequence. Local scheduling procedures or instructor preferences may well be good cause to make sequential change.

1 National Commission on Safety Education: **Policies and Practices for Driver Education**. Washington, D. C. National Education Association 1964

UNIT I THE DEVELOPMENT OF THE AUTOMOBILE

Discussion: (an asterisk (*) indicates material which should be included in a thirty hour course)

- I. Man first sought food, shelter, security. Once these were attained, his instinctive drive for mobility, fed by his spirit of adventure, came into play.
 - A. Travel on logs in rivers.
 - B. Learned how to fashion canoes.
 - C. Learned to tame animals—horse, ox, camel, etc.
 - D. Desire was to develop some form of mobility without expending too much of his own energy.
- II. Invention of the wheel—3500 B. C. by Sumerians
 - A. Still the basic instrument of transportation today.
 - B. The wheeled carriage changed little from 3500 B. C. until the acceptance by the automobile.
 - C. Are on the threshold of fantastic developments in transportation.
 1. Conquest of space—space vehicles.
 2. Army experiments in land transportation.
- III. 103 B. C.—Hero, Greek mathematician, basic steam engine; interested in self-locomotion.
- IV. Automobile—Greek word meaning self motion.
- V. The development of steam power.
- VI. The development of steam was the forerunner and father of the development of the internal combustion engine.
- VII. The development of the internal combustion engine and the automobile.
 - A. Major problem was fuel.
- VIII. Major improvements in the American automobile.
- IX. Development of the turbine engine.
- X. What is jet propulsion?
 - A. Rotating compressors and turbines (steam turbine and turbo compressor).

B. Types:

1. Turbojet (gas turbine—most common).
2. Ramjet (scooping of air from atmosphere).
3. Turboprop (not strictly jet propulsion).
4. Turbofan (pulsejet—intermittent—German projectiles).

XI. The automobile and the turbine engine.

- A. 1955—Chrysler develops engine; puts into Plymouth; drives in Detroit.
- B. 1955—GM builds engine; puts into bus; 80 mph in 3/8 mile.
- C. 1953—Douglas Aircraft Company—builds engine; puts into truck; uses 2 years; sells to Ford; into old racing body; 130 mph first try.
- D. Common problems—brakes; disposal of hot gases; no drag on engines; advantages many; cost prohibitive.
- E. Chrysler on market 1962.

XII. History of roads.

- A. Roads and road building have lagged far behind the progress of the automobile.
 1. Roads are planned for other uses.
 2. Prohibitive cost.
- B. Waterways preceded roads.
- C. Oldest real road system (network)—Mesopotamia—Bagdad to Ispahan—1900 B. C.
- D. Roman system—Rome, the road builder.
- E. After the fall of Rome, roads and camel routes, etc., were muddy morasses.
- F. Development of roads in America (not much done for 200 years; mud, ruts).
 1. Indian trails
 2. Animal trails (called "traces"—meant "beaten paths") were widened by the white man and his wagons into roads.
 3. Ox roads.
 4. Pack horse, mule, trails, roads, trains.
 5. Toll roads—built by public or private agencies—users had to pay a toll or charge.

6. Post roads—early roads used by stagecoaches; had “stations” or “posts” for changing horses. Stations handling mail became known as “post offices.”
7. Pikes—toll roads, usually built by private firms. Long wooden poles (pikes) at toll stations barred travelers until they paid; poles were raised or “turned” to let them pass—origin of “turnpike”.
8. Plank roads (19th century)—very popular. Wood cheap and plentiful; roadbeds covered with logs and planks placed crosswise; bumpy but fast; wood rotted in few years; soon abandoned.
9. Gravel roads; see toll roads, pikes.
10. Famous American roads (early).
11. Oldest American road (South America—built by Incas, 13th-16th centuries, from Ecuador to Central Chile).
12. Virginia formed first State Board of Public Works to assist in building roads in 1816. Invention of steam roller and stone crusher followed soon after.
13. Coaches.
14. The modern road in America and its many variations
 - a. types of surfacing
 - b. widths
 - c. practices in general construction
 - d. improvements (in addition to visibility)
 - e. the limited access highway—another improvement
 - f. problems in road administration
 - g. famous modern roads
 - (1) Pennsylvania Turnpike
 - (2) World War II defense, survival, supply roads—Al-Can Highway and Burma-India Road
 - (3) the Federal Interstate System (now under construction)
 - (4) Pan-American Highway System (now under construction)

*XIII. The growth, development, and acceptability of the automobile by the people has made it an integral part of our society. The accidents it has brought with it have also made the automobile a major social problem. We have learned many things about accidents on all levels (national, state, local) and in all situations.

- A. Types of traffic accidents.
- B. Extent and cost.
- C. The accident pattern.
 - 1. Hour, season, other time factors.
 - 2. Locations.
 - 3. Weather and visibility conditions.
 - 4. Causative factors.
 - a. driver error—there are always two causes
 - (1) the real cause—psychological—never learned
 - (2) the stated, or legal, cause
 - (a) driving too fast for conditions
 - (b) failure to yield the right of way
 - (c) driving after drinking
 - (d) failure to keep the right of center
 - (e) improper passing
 - (f) ignoring traffic officer or control devices
 - (g) following too closely
 - (h) erratic lane changes
 - (i) driving while ill, fatigued, or otherwise unfit
 - (j) general recklessness
 - b. mechanical defects in vehicles
 - (1) steering mechanism
 - (2) brakes
 - (3) tires
 - (4) lights
 - (5) windshield, windshield wipers, defroster
 - (6) exhaust system (carbon monoxide poisoning)
 - c. defects in streets and highways
 - (1) obstructions to clear view
 - (2) narrow roads
 - (3) holes in roads
 - (4) sharp turns

- (5) narrow bridges and underpasses
- (6) slippery or bumpy roadways
- (7) steep grades
- (8) high-crowned roadways
- (9) uncontrolled intersections

D. The parking problem.

- 1. Responsibility for parking facilities.
- 2. Types of parking:
 - a. unrestricted—along curb—parallel, angle
 - b. metered parking
 - c. parking lots—public and private
 - d. parking garages
- 3. Bans on parking.
- 4. Special shoppers buses to eliminate parking problem.
- 5. Curb services.
- 6. Paid parking fees.
- 7. Suburban shopping centers with parking areas.
- 8. Moving industry away from cities to relieve parking problems.

E. The pedestrian problem—acts most frequently causing accidents.

- 1. Urban areas.
 - a. crossing street without checking traffic
 - b. crossing between intersections
 - c. crossing against lights (light should be green)
 - d. diagonal crossing
 - e. walking on street instead of sidewalk
 - f. running into or playing in street
 - g. leaving buses, street cars, or automobiles improperly
- 2. Rural areas.
 - a. walking on pavement of road instead of on shoulder
 - b. walking with, instead of against, traffic
 - c. failure to wear some light colored article of clothing or to carry a light
 - d. walking two or three abreast on roadway

F. The cycle problem—acts most frequently causing accidents.

- 1. Failure to yield right of way.
- 2. Speed too fast for conditions.
- 3. Following too closely.
- 4. Riding in blind spots.
- 5. Exhibition driving.
- 6. Failure to signal.
- 7. Overconfidence.
- 8. Carrying objects with hands.
- 9. Riding more than two abreast.

UNIT II THE CONTRIBUTIONS OF THE AUTOMOBILE

The adoption of the automobile by the American people has been so universal and far reaching that it has become one of the major and fundamental factors in all aspects of life activity. The benefits provided by the motor vehicle have been vast and immeasurable to both the individual and society—so vast that it has become the fourth necessity. Together with its contributions it has brought death and destruction in its wake. The automobile is both a blessing and a curse.

Discussion: (an asterisk (*) indicates material which should be included in a thirty hour course.)

- I. The automobile, through its dependable and useful aspects, has assumed a major role in the lives of the American people, particularly, in that it has become the fourth necessity of life rather than a luxury. This has resulted partly from:
 - A. The American standard of living.
 - B. Traditional pioneer spirit (adventure)
 1. Part of man's inherent drive toward mobility (instinctive) and spirit of adventure.
- *II. The place of the automobile in the American economy.
 - A. Has become the basic industry in the American economy (used to share this with the motion picture industry—before the advent of television).
 1. Cost of living, prosperity, business indices and forecasts.
 - B. More people earn a living from the automobile—directly and indirectly, 1 of every 7—than any other single industry.
 - C. Is the best customer and biggest factor in other industries—steel, oil, batteries, rubber, etc.
- III. The place of the motor vehicle in American education.
 - A. The motor vehicle provides more educational opportunities for more people than any other single factor.
 1. Nationwide consolidation movement in education impossible without student transportation (school bus).
 2. Traveling libraries, home teaching, etc.
 3. Education for the handicapped.
- IV. The place of the automobile in recreation.
 - A. The automobile has become the basic medium for recreation by the American people.
 1. More people have vacations because of the automobile than any other single thing.
 2. Going to sports, cultural events.
 3. The Sunday afternoon drive—traditional American institution.
 4. 85% of the American people use the automobile as their basic instrument for recreation.

- *V. The place of the motor vehicle in industry and public transportation.
 - A. Trucking and bus industries have almost resulted in the collapse of the railroads through:
 - 1. Convenience—door to door.
 - 2. Economy.
 - 3. Not regulated by government like railroads—use public highways.
 - 4. Use of the motor vehicle by all industries as part of their equipment.
- VI. The place of the motor vehicle in National Defense.
 - A. Comparison of World Wars I and II.
 - B. Vehicles for transportation of men and equipment.
 - C. Tactical use of vehicles—tanks, jeeps, other wheeled and tracked vehicles.
- VII. The place of the motor vehicle in civil defense.
 - A. Evacuation, transportation of sick and wounded, supplies, equipment, etc.
 - B. Done by individually owned vehicles.
- *VIII. Public welfare.
 - A. Fire protection.
 - B. Ambulance service.
 - C. Rural and urban mail delivery.
 - D. Police protection.
- IX. Other advantages brought by the automobile.
 - A. Development of cities, suburbs, and villages.
 - B. Increased church attendance.
 - C. Increased cultural pattern.
 - D. Developed national parks.
 - E. Helped to develop national unity and understanding; breaks down sectionalism.
- X. Disadvantages brought by the automobile.
 - A. Death, injury and destruction.
 - B. Instrument of crime.
 - C. Effect on family life.

***UNIT III THE PROBLEM: TRAFFIC—ACCIDENTS—SOLUTION**

Traffic

Discussion: (an asterisk (*) indicates material which should be included in a thirty hour course.)

- I. The American people have adopted the automobile to an extent unknown throughout the rest of the world. This is due, in part, to:

- A. Standard of living.
- B. Pioneer influence (spirit of adventure).
- II. How Americans have taken to the automobile.
 - A. From practically none to 90 million in 60 years.
 - B. Population of United States—one car to every $2\frac{1}{2}$ persons.
 - C. Population of U. S. S. R.—one car to every 70 persons; we scrap more cars every year than exist in Russia.
- III. The American driver population.
 - A. 112 million in 1966.
 - B. 85% of all persons over 18 are licensed drivers.
 - C. Multiple car families.
 - D. Everyone is also a pedestrian.
- IV. The highway situation.
 - A. Total mileage— $3\frac{1}{2}$ to $4\frac{1}{2}$ million miles in the United States.
 - B. Mostly inadequate.
 - C. Federal and state highway programs.
 - 1. Interstate highways.
 - 2. Cost (adequate) \$1 to \$8 million per mile.

Accidents

Discussion:

- I. First automobile accident—New York City (1899).
 - A. Kansas—2 cars in 1904; first two car accident.
- II. 1900-1950: killed or injured over 32 million Americans—a total greater than the combined population of New York, Texas, Massachusetts, and Wisconsin.
- III. Accident toll per year:
 - A. Over 50,000 persons killed annually.
 - B. Average of $1\frac{1}{2}$ to 2 million injured.
- IV. We have killed and injured more persons in automobile accidents than in all the wars in which the United States has ever been involved.
 - A. World War II period:
 - 1. Total casualties—killed, wounded, sick—1,070,000.
 - 2. Total casualties—accidents—3,394,000. This during the rationing of cars, tires, gasoline, parts, and 35 mph speed.
 - B. Korea: Accident rate 20 times higher than the casualty rate.
- V. The rising population has created a crisis in education.
 - A. Need more schools.
 - B. Rising costs.

1. Accident costs would pay cash for a new school in every district in the United States and give each teacher a \$500 raise.
- VI. Known cost of traffic accidents: over \$8 billion annually.
 - A. In terms of insurance, medical payments, hospitalization, compensation, etc.
- VII. The moral aspect.
 - A. Do we have the right to kill, maim, injure, destroy property?
 - B. Are we our brother's keeper?
 - C. What is the price tag on a human life?
 - D. What is freedom—for us—for others?
 - E. Do we have the right to drive?
- VIII. Human resources.
 - A. Human resources and the world situation.
 - B. Earning potential of the individual.
 - C. What accidents do to potential scientists, teachers, and other leaders.
 - D. Young people killed in accidents spend the taxpayers money, bury it before any is returned to society, or before any contribution to mankind is made.
- IX. Accidents are a tremendous waste.
- X. No one wins in an accident. Losses include:
 - A. Lives.
 - B. Earnings.
 - C. Inconvenience.
 - D. Legal problems.

Solutions

Discussion:

I. Engineering:

- A. Twofold objective.
 1. Reduce accidents.
 2. Reduce traffic congestion and delay.
- B. Fulfill objectives by:
 1. Designing and supervising construction of streets and highways suited to the orderly movement of current and future traffic.
 2. Adapting existing streets and highways to the smooth flow of traffic by:
 - a. reconstructing parts of these roads
 - b. using signs, signals, and markings

- C. Engineering methods concerned with:
 - 1. Volume of traffic.
 - 2. Speed of traffic.
 - 3. Width and curvature of roadways.
 - 4. Driver and sight distances.
 - 5. Friction in traffic streams.
 - 6. Illumination of highways at night.
 - 7. Major types of collisions.
- D. Engineers have developed:
 - 1. Standard signs—adopted by all states and now under consideration by the United Nations.
 - 2. Standard markings and lighting—not adopted yet.
- E. The far reaching changes in road construction and adaptation have proven definitely that traffic engineering is a sound approach to the accident problem.
- F. Engineering cannot be a final or complete answer because of:
 - 1. High costs—\$1 to \$8 million per mile of new roads.
 - 2. Need for full-time skilled engineers.
 - 3. Human limitations of the driver will cause some difficulty.

II. Enforcement:

- A. Purpose:
 - 1. To encourage voluntary law observance by all drivers and pedestrians.
 - 2. To develop the self-discipline in the public which is a requisite to orderly and safe use of the streets and highways.
- B. Fulfill purpose by the creation of an adequate deterrent to violations.
 - 1. Fear of accidents.
 - 2. Sense of social responsibility.
 - 3. Pride in safe, skillful driving.
- C. Consists of:
 - 1. Police.
 - 2. Prosecutors.
 - 3. Courts.
- D. Tactics include:
 - 1. Methods of patrol.
 - 2. Traffic supervision.
 - 3. Violator detection.
 - 4. Apprehension.
 - 5. Processing of violators.

- E. Factors involved also:
 - 1. Laws (licensing laws).
 - 2. South Dakota (Governor's) Safety Program.
- F. Improvements in the law and enforcement procedures have proven definitely that enforcement is a sound approach to the accident problem.
 - 1. It is one means of achieving immediate results.

III. Education:

- A. Purpose:
 - 1. Generally, the responsibility of education is to teach people to think—to develop the mental processes so that individuals may live full, well-rounded lives as useful members of society, able to cope with changing needs and conditions.
 - 2. Education attempts to produce desirable citizenship for democracy.
- B. Fulfills its purpose through universal school attendance. Children move in an environment which promotes:
 - 1. Knowledge.
 - 2. Skills.
 - 3. Habits (desirable).
 - 4. Attitudes (desirable).
 - a. attitudes can be developed
 - b. attitudes and adjustment are major factors in human personality
- C. The problems, the place, and the implications of driver and traffic safety education.
 - 1. The automobile is part of the rapidly changing social pattern and scientific development to which man has failed to adjust properly.
 - a. every step forward in progress brings problems which must be solved
 - b. man thinks he has a right to the highway and the automobile
 - c. he has not associated good citizenship on the road with good citizenship in other life activities
- D. Good citizenship on the highway entails the same things needed in other life activities—knowledge, skills, habits, and attitudes.
 - 1. Desirable attitudes on the highway are:
 - a. courtesy
 - b. attention

- c. respect for law
- d. respect for fellow men
- 2. Must embody an effective moral sense of right and wrong.
- E. Education shows the most promise of being the best solution to the accident problem. However, education is purely long-range and intangible to a great extent. It is no quick or easy solution. Generations are needed for its full effectiveness.
 - 1. American education is universal—it reaches all.
 - 2. Cost is negligible compared to engineering and enforcement.
 - 3. Education also embraces the media of press, motion pictures, television, public meetings, and radio.
 - 4. Education effects the changes and adjustments in human behavior that will reduce accidents and facilitate the orderly movement of traffic.
 - 5. Results show education is effective.

*UNIT IV THE DRIVER

Discussion: (an asterisk (*) indicates material which should be included in a thirty hour course.)

- 1. Driving is a challenge.
 - A. The automobile.
 - B. The highway.
 - C. Road conditions.
 - D. Other highway users.
- II. The car has no brain—the driver does.
 - A. Most accidents are caused by the driver (85% to 90%).
- III. Factors which affect the driver:
 - A. Age.
 - 1. Minimum age by law.
 - 2. Maximum age, if any.
 - 3. Mental attitude in reference to age.
 - 4. Age grouping based on:
 - a. trained and untrained
 - b. accidents and arrests
 - c. physical-mental abilities
 - d. driving abilities
 - B. Mental abilities.
 - 1. Scholastic standing in school.
 - 2. Social standing:
 - a. home
 - b. school

- c. extracurricular activities
 - d. community activities
- 3. Early school dropouts—their driving instruction.
- 4. Retarded students.
 - a. definite need for instruction
 - b. type of instruction
- C. Physical conditions:
 - 1. Disabilities.
 - a. correctable
 - b. compensable
 - 2. Vision (serious defects).
 - a. visual acuity
 - (1) legal correction
 - (2) eye testing charts
 - (3) perception
 - b. field of vision (peripheral)
 - (1) tunnel (barrel) vision
 - (2) maximum and minimum degrees of compensation
 - c. depth perception
 - (1) rod test
 - (2) outdoor test (with car)
 - (3) noncorrectable
 - (4) compensation
 - d. night vision
 - (1) glare recovery
 - (2) vitamins A, C
 - (3) dark glasses
 - (4) night blindness (photophobia)
 - e. color blindness
 - (1) noncorrectable
 - (2) compensations
 - (a) slower driving
 - (b) learning standard shapes of signs and signals
 - (c) observing other drivers
 - 3. Hearing—compensated through:
 - a. use of hearing aid
 - b. slower driving
 - c. observing surrounding traffic
 - d. the deaf have excellent driving records (as do paraplegics) because they are aware of their condition

and compensate for it—so-called normal drivers do not know their real condition

4. Chronic illness (including incurables).
 - a. need for correction or permanent restriction
 - (1) epilepsy
 - (2) heart condition
 - (3) arthritis
 - b. legal-social responsibility
 - c. dangers in excessive use of such medicines as sedatives, barbiturates, or other tranquilizing drugs
 - d. advancing age
 - e. motor defects (poor coordination)
 - f. alcoholism
5. Reactions affected by:
 - a. age
 - b. current mental, physical, emotional, psychological condition
 - c. training (correct habits) to react correctly
6. Accident proneness.

D. Mental and emotional conditions:

1. Emotions such as anger, fear, love, etc., (man's intellect is but a speck in a sea of emotion).
2. Mind on other matters.
 - a. distractions
3. Use of alcohol.
 - a. student drinking
 - b. adult drinking
 - c. legally approved tests for intoxication
 - d. drug addiction
4. Disregard for body limitations.
 - a. fatigue
 - b. illness
 - (1) temporary
 - (2) affliction of known permanency

E. Attitudes and personality.

1. The egotist.
2. The showoff.
3. The emotionally uncontrolled.
4. The rationalizer.
5. The thwarted.

IV. Additional: Characteristics of the poor driver.

- A. Inadequate driving skill.

- B. Poor judgment.
- C. Inadequate knowledge.
 - 1. The car.
 - 2. The law (traffic regulations).
 - 3. Driver responsibilities.
 - 4. Obligations of pedestrians.
- D. Unsound driving habits.
- E. Physical unfitness.
 - 1. Motor defects.
 - 2. Sensory defects.
 - 3. Incurable diseases.
 - 4. Intoxication or alcoholism.
 - 5. Advancing age.
 - 6. Fatigue.
 - 7. Illness.
- F. Emotionally unstable.
- G. Undesirable attitudes may result in:
 - 1. Hit and run.
 - 2. Taking chances.
 - 3. Immature and babyish behavior—show off.
 - 4. Getting into tight places.
 - 5. Driving too fast for conditions.
 - 6. Speeding.
 - 7. Disregard of:
 - a. proper position in making turns
 - b. signalling
 - c. stop signs
 - d. traffic lights (signals)
 - e. other signs, intersections, instructions, regulations
 - 8. Other acts:
 - a. passing on wrong side
 - b. cutting in
 - c. passing on hill crest or curves
 - d. increasing speed when another car attempts to pass
 - e. failing to give way to car passing
 - f. driving in wrong lane
 - g. straddling the center line
 - h. failing to depress the headlights for approaching traffic
 - i. rodding, digging, dragging, etc.
- V. Characteristics of the good driver:
 - A. Physical, mental, emotional, psychological soundness.

- B. Adequate knowledge of the law, the automobile, highways.
- C. Proper driving techniques.
- D. Wise habits and skills gained through experience.
- E. Proper attitudes (responsibility, sportsmanship, courtesy, good citizenship).

*UNIT V HABITS AND ATTITUDES

Discussion: (an asterisk (*) indicates material which should be included in a thirty hour course)

- I. What is a habit?
- II. How habits are developed.
 - A. Thought levels.
- III. Importance of learning correct habits from the beginning.
 - A. Habits: proficiency and efficiency.
 - B. Correct habits may save life.
 - C. Difficulty in breaking bad habits (unlearning).
 - D. Driving becomes much more efficient when it is automatic, or habitual.
- IV. Habits important in driving.
 - A. Habits relating to the simple mechanical operation of the car.
 - 1. Starting the engine.
 - 2. Shifting gears.
 - 3. Using the accelerator.
 - 4. Using the clutch.
 - 5. Steering.
 - 6. Braking.
 - B. Habits relating to the more complex maneuvers.
 - 1. Observing traffic laws, signals, signs.
 - 2. Practicing highway courtesy.
 - 3. Constantly judging the traffic situation ahead and all around.
 - 4. Signaling correctly for everything—turns, intention to stop, slow down suddenly, change lanes, pull away from curb.
 - 5. Using the mirrors constantly.
 - 6. Regularly inspecting the car's safety equipment.
 - 7. Slowing down at potential danger points—unprotected and blind intersections, blind curves, hill crests, wherever children are or might be playing, whenever in doubt about the situation, under all conditions at night.
 - 8. Getting in and out the correct side of the car.
 - 9. Using the horn only when necessary.
 - 10. Leaving the car in gear when parking on a hill.

11. Using the parking brake.
 12. Starting on time to meet appointments.
 13. Taking no chances.
 14. Refraining from drinking.
- C. Emergency habits.
1. The habit of attention.
 - a. car
 - b. road
 - c. immediate traffic conditions
 - d. pedestrians
 2. Habit of anticipating the errors of others.
- D. Factors which affect attention.
1. Daydreaming.
 2. Business or social planning.
 3. Conversation.
 4. Radio.
 5. Sightseeing.
- V. What is an attitude?
- VI. Attitude development.
- A. Feelings people have toward anything.
 - B. Feelings influenced by environment, associates, etc.
 - C. Becoming part of personality.
- VII. Attitudes are the heart of the problem.

*UNIT VI LAWS AFFECTING THE DRIVER

Discussion: (an asterisk (*) indicates material which should be included in a thirty hour course.)

- I. The Laws of Nature.
 - A. Friction.
 1. What is it?
 2. Where available for vehicle control?
 - a. tires
 - b. brakes
 - c. road surface
 3. When is friction useful?
 - a. starting
 - b. stopping
 - c. moving, or maneuvering the vehicle
 - B. Coefficient of friction.

1. Definition.
2. How is it obtained?

$$a. \quad cf = \frac{F}{W}$$

WHERE: cf = coefficient of friction

f = force in pounds required to pull a car with wheels locked

w = weight of the car

- b. Coefficient of friction table
3. Compensations for low coefficient of friction.
 - a. slow speed
 - b. brakes in excellent working condition
 - c. good tires
4. Skidding
 - a. causes
 - b. prevention
- C. Centrifugal and centripetal force.
 1. What are they?
 2. How do they affect driving?
 3. What increases centrifugal force?
 4. What counteracts centrifugal force?
 - a. proper banking on curves
 - b. reduced speed
 - c. equipment in good condition
- D. Gravity.
 1. What is it?
 - a. on an upgrade
 - b. on a downgrade
 - c. meaning of 32 feet per second in relation to gravity
- E. Kinetic energy, momentum, and force of impact.
 1. What are they? How are they calculated?
 2. Impact dependent upon momentum and character of object struck.
 - a. brick wall
 - b. bushes
 - c. moving vehicle
 3. Rocking the vehicle.
- F. Stability.
 1. What is it?
 2. Importance in a vehicle.

3. Increasing stability in cars.
 - a. lower center of gravity
 - b. increase weight of vehicle
 - c. increase length of wheelbase
 - d. increase width of tread

G. Stopping distance.

1. What is stopping distance?
 - a. reaction time plus braking distance
2. Reaction time (human element) and distance.
 - a. individual differences
 - (1) average reaction time— $\frac{3}{4}$ second
 - (2) physical condition of the driver—a factor
 - (3) effect on stopping distance
3. Braking time (mechanical element) and distance.
 - a. what are they?
 - b. their effect on driving
 - c. their effect on stopping distance
4. Development of correct safety habits.
 - a. practice correct procedures regularly
 - b. results in an increased speed of response
5. The margin of safety when driving.
 - a. behind other vehicles
 - b. in built-up sections of town
 - c. with unfavorable (adverse) conditions
 - d. near intersections
 - e. at night
 - f. on unfamiliar roads
 - g. in a strange vehicle

II. Man-made Traffic Laws.

A. How they developed.

B. Reasons for traffic laws.

1. To promote uniform practices.
2. To give some assurance of controlled power on the highways.
3. To serve as guides for all who want to drive correctly.

C. Who makes traffic laws?

1. Cities.
 - a. parking
 - b. intersection controls
 - c. flow of traffic
2. State.
 - a. registration of vehicle

- b. operator's licenses and permits
 - (1) age, fee, length of time valid
 - (2) tests of knowledge, skill, physical fitness
 - (3) re-examination for license
 - c. purpose for licensing
 - (1) identification of vehicle and driver
 - (2) reduction of vehicle thefts
 - (3) tax revenue
 - 3. Federal.
 - a. defense activities
 - b. bridges over navigable waters
 - c. transportation of passengers and property across state line
- D. Uniform vehicle code (suggested).
 - 1. Content.
 - 2. Adoption by states.
- E. Rules of the road.
 - 1. State and local traffic regulations.
 - a. signalling—hand, automatic, car position
 - b. passing
 - c. cross traffic
 - d. parking
 - e. speed regulations—**REASONABLE AND PRUDENT SPEED**
 - f. school bus
 - g. emergency vehicle
 - h. turning in and out of traffic
 - i. right of way
 - (1) driver of vehicle approaching intersection must yield to vehicle which has already entered from another highway
 - (2) If two vehicles reach intersection at the same time, the vehicle on the left must yield to the one on the right
 - (3) pedestrians crossing at intersections have the right of way
 - (4) vehicles intending to turn left at intersections must yield to others in the intersection or close enough to be a hazard
 - (5) vehicles entering road from private driveway must yield

- (6) emergency vehicles always have the right of way when directly concerned with an emergency
- j. what does right of way mean?
 - (1) rules that indicate who must yield when there is a conflict between vehicles, or vehicle and pedestrian
 - (2) concerns the immediate use of a portion of street or highway
 - (3) right of way should be determined by courtesy and personal obligation rather than by law

II. Regulatory traffic information.

A. Signs, signals, and road markings.

*UNIT VII CITY DRIVING—HIGHWAY DRIVING—EMERGENCIES

Discussion: (an asterisk (*) indicates material which should be included in a thirty hour course.)

I. City Driving.

A. Some factors involved.

1. Traffic heavier and more unpredictable.
2. Cars travel closer together, multi-lanes.
3. Trees, hedges, buildings close to intersections reduce visibility.
4. Constant starting and stopping.
5. Speeds slower but change constantly.
6. Night conditions are more hazardous—illuminated signs, lights, stops, other distractions—majority of pedestrians (over 50%) killed between 6 P. M. and midnight.
7. Children playing in streets.
8. Rush hour traffic.

B. Alertness required for:

1. Proper signalling.
2. Position of cars.
3. Reasonable speed.
4. Drivers cutting in and out of lane.
5. Keeping in proper lanes.
6. Speed in a "progressive" signal system.
7. Cars pulling out of parking zones.
8. Doors of parked cars opening.
9. Pedestrians—children, adults—between cars, etc.
10. Intersection problems.
 - a. reduce speed when approaching
 - b. other traffic

- c. variations in intersections—3, 4, 5 way, etc.
- d. turns at intersections
- e. blind intersections
- f. lanes and positions
- g. protected and unprotected

11. Parking.

- a. parallel and diagonal
- b. positioning the car
- c. parking on level versus up or down hill
 - (1) position of wheels
 - (2) neutral versus in gear
- d. zones, meters, etc.

II. Driving on the open highway.

A. Some factors involved.

- 1. Curves (centrifugal force).
- 2. Hills (gravity).
- 3. Means of access and exit (intersections).
- 4. Higher speeds.
- 5. Signs of all types.
- 6. Passing, overtaking.
- 7. Weather.
- 8. Hidden dangers.
- 9. Pedestrians.
- 10. Changing lanes.
- 11. Parked cars.
- 12. Sudden stops.
- 13. Railroad grade crossings.

B. Alertness required for:

- 1. Curves (centrifugal force and friction).
 - a. correct speed
 - b. position in lane
 - c. left and right turns
 - d. signal if turning at intersections, approaches, or exits
- 2. Hills.
 - a. descending
 - (1) survey whole length while descending
 - (2) adjust speed on basis of survey
 - (a) mild grade—release accelerator pressure
 - (b) slightly steeper—apply brake gradually
 - (c) steep grades—pump brakes, shift to lower gear

- (d) very steep—stop at crest, shift to low gear or range
 - b. ascending
 - (1) extra power to ascend
 - (2) slow down when approaching crest
 - (3) never pass near crest or without proper sight distance
- 3. Following other cars.
 - a. emphasize the general fallacy of the rule—allow one car length for every 10 mph of speed and in adverse conditions measurably increase the distance
 - b. highway—allow at least two car lengths for every 10 mph speed
- 4. Overtaking and passing.
 - a. other cars
 - (1) be sure no one is trying to pass you
 - (2) check mirrors—beware of blind spots
 - (3) signal (turn or hand)
 - (a) sound horn
 - (4) don't overtake to pass unless passing lane is clear
 - (5) after passing, don't turn back into lane until the entire front of the car passed can be seen in rear view mirror
 - (a) change back to driving lane gradually
 - b. being passed
 - (1) maintain steady speed, or reduce if necessary
 - (2) stay on far right
- 5. Lanes.
 - a. signal for all lane changes
 - b. do not change lanes unless necessary
 - c. outside lane—slower traffic or trucks (in some states)
inside lane—faster traffic, cars only (in some states)
South Dakota—all traffic on outside lane; inside lane for passing
- 6. Stopping along highway.
 - a. pull entirely off road
 - b. stop only at points which will be visible to drivers of all approaching vehicles
 - c. use emergency flashes or other emergency illumination
- 7. At night.
 - a. be especially alert for pedestrians
 - b. dim lights for approaching traffic—prevent glare

8. Railroad grade crossings.

- a. train always has right of way
- b. slow down or shift to lower gear before crossing
- c. approach crossing at prudent speed and cross without using brakes

III. In town and country drive at a speed so controlled that the vehicle can be stopped before hitting any other vehicle or pedestrian that might possibly get in the way.

IV. The common emergencies:

SITUATION	SOLUTION
1. Accelerator sticks down.	1. Turn off ignition; apply brakes moderately.
2. Lights go out.	2. Turn on left turn signal. This may enable you to see center line; hold steering steady.
3. Car approaching in your lane.	3. Honk horn. Drive on shoulder. Slow to 15 to 20 mph. Be prepared to take the ditch. Never swerve left.
4. Brake failure: You descend steep grade; try to use brakes; they do not respond.	4. Pump brake pedal quickly; apply parking brake hard; if possible, shift to lower gear; move to far right of road to avoid traffic.
5. Tire blowout: You are traveling at legal speed on highway when left front tire blows out.	5. Grip wheel tightly; do not brake; keep wheels straight; ease gently off accelerator; after slowing to safe speed, apply brakes lightly; come to stop well off road.
6. Going off the road: You are traveling at legal speed when	6. Avoid turning quickly back onto roadway. Ease off accel-

SITUATION

SOLUTION

your wheels run off the pavement onto a low shoulder.

erator; grip wheel firmly; straddle edge of road; apply brakes gently with pumping motion; when you have slowed down, bring car back on road. Be careful not to turn wheels too sharply.

7. Skidding: speed always increases the possibilities of skidding.

7. To avoid skidding, reduce speed when road is icy, wet or slippery by easing off accelerator, or brake gingerly. If car skids, turn wheels in direction of the skid; apply slight accelerator pressure; avoid braking. After regaining control, return to right of the road.

8. Icy roads: You are driving in a sleet storm on icy streets when light suddenly changes at an intersection.

8. Drive to meet conditions of road. Brake gently, pumping, to avoid skid. If skid occurs, turn wheels in direction of skid. Stop—if possible.

9. Child darts into street: You are driving at permissible speed on a city street when a child suddenly darts into street from behind a parked car. Traffic fills lane in opposite direction.

9. Apply brakes.
Hold wheel straight.
Stop car.

SITUATION

SOLUTION

- | | |
|---|--|
| 10. Cyclist turns suddenly in road:
You drive on city street behind a cyclist; suddenly he swerves in front of your car. There is no oncoming traffic. | 10. Apply brakes hard.
Sound horn and turn wheels sharply to left. Stop car. |
| 11. Right turn from left lane:
You are driving in right lane when car in left lane makes right turn without signalling. | 11. Apply brakes.
Hold wheel.
Stop car. |
| 12. Blinded by oncoming headlights: You drive at right of road; car comes from dip with lights on high beam, blinding you. You flip your lights, he does not respond. | 12. Do not look at oncoming lights; dim yours; fix eyes on right edge of road; release accelerator and slow down; pull to right to give other car room. |
| 13. Double clutching: It may become necessary to double-clutch to get to lower gear up or down hill. | 13. Disengage clutch; release accelerator; shift gear to neutral; engage clutch; press accelerator to increase engine speed matching car speed; disengage clutch; shift gear to desired position; engage clutch to friction point; pause; engage entirely. |
| 14. Frozen door lock. | 14. To overcome emergency of lock frozen by sleet or cold, heat key by using matches or lighter; then place in lock. |

SITUATION

SOLUTION

- | | |
|--|---|
| 15. Wet spark plugs; after a heavy rain or snow storm, moisture often gathers around the spark plugs causing a short circuit and preventing car from starting. | 15. Do not grind away at the starter. Lift hood and wipe each spark plug dry with cloth. Be sure the ignition is turned off to prevent electric shock. |
| 16. Car stuck in mud, snow or sand. | 16. Use cinders or burlap bag carried in trunk for such emergency; find planks, limbs of bushes, or stones which will supply traction for spinning wheel and set car in motion. Do not "gun" engine; ease clutch to give wheel traction. On muddy or snow covered roads, use chains as precautionary measure. Mud and snow tires will assist in reducing skidding by increasing traction. |
| 17. Wet brakes. | 17. Feed gas gently with right foot and supply gentle pressure on brake pedal with left foot until brakes dry. |

***UNIT VIII**

PEDESTRIAN AND CYCLE SAFETY—YOU SHARE THE ROAD

NOTE: (Utilize material from this unit along with discussions of city and highway driving.)

Discussion: (an asterisk (*) indicates material which should be included in a thirty hour course.)

- I. Facing the statistical facts.
 - A. Pedestrian accidents among:
 - 1. Preschool children.
 - 2. School children.
 - 3. Adults.
 - B. Urban accidents and rural accidents compared.
 - 1. Pedestrian behavior in urban areas.
 - a. crossing between intersections
 - b. crossing intersections diagonally
 - c. traffic lights
 - 2. Pedestrian behavior in rural areas.
 - a. walk on left
 - b. wear white or light colored clothes
 - c. carry a light at night.
 - C. Pedestrian attitudes—old and new.
 - D. Understanding the pedestrian.
 - 1. Handicapped persons: the deaf, blind, crippled, aged, etc.
 - 2. Uninformed persons, such as those ignorant of traffic rules.
 - 3. Careless persons, such as the absent-minded, those with poor judgment, those engaged in horseplay, those in a hurry, afraid, or confused.
 - 4. Persons with poor attitudes, such as the stubborn, defiant, selfish.
 - 5. The intoxicated person.
 - 6. Persons with open umbrellas, packages, parambulators, etc.
- II. Qualities applicable to elderly people.
- III. Qualities applicable to children.
- IV. Protective devices for pedestrians.
 - A. Pedestrian controlled traffic lights.
 - B. Special lanes.
 - C. Special tunnels.
 - D. Sidewalks.

- E. Safety islands.
- V. Other protection for pedestrians.
 - A. Police.
 - 1. Non-driver pedestrian.
 - B. Pedestrian education programs
 - C. Special night precautions.
 - D. Education.
 - E. Play areas for youngsters.
 - 1. Playgrounds.
 - 2. Closed streets.
 - F. Protection to and from school.
 - 1. School patrol.
 - 2. Crossing guards.
 - 3. Sidewalks.
 - 4. Green pennant campaigns.
 - 5. Skates, sleds and wagons left at home.
 - 6. Use of the safest route to and from school.
 - G. Pedestrian precautions on highway.
 - 1. Walk single file.
 - 2. Face traffic.
 - 3. Wear white at night; carry a light.
 - 4. Walk off roadway.
 - 5. Do NOT hitchhike.
 - 6. Leave roadway when two cars are passing.

THE MOTORCYCLE PROBLEM

Wide publicity is being given to the increasing motorcycle registration and the resultant increase in motorcycle accidents.

Since 1962 the number of motorcycles in the United States has been increasing at a rapid pace. Compared with a 23 per cent increase in total motor vehicles between 1960 and 1965, the number of motorcycles increased 124 per cent.

Deaths of motorcycle riders have increased at about the same rate as the increase in the number of motorcycles over the entire five year period 1960-1965, but of the last two years deaths have increased faster than the number of motorcycles. The biggest difference between the yearly percentage changes occurred in 1965 with deaths of motorcyclists increasing 41 per cent while motorcycle registrations increased 31 per cent.

The mileage DEATH RATE, based on cycle deaths only, range between 20 and 40 per 100 million vehicle miles of travel. This compares with the 1965 DEATH RATE OF ALL MOTOR VEHICLES of 5.6, which includes pedestrian and other nonoccupant deaths as well as occupant deaths.

These facts are causing a very great concern and a re-evaluation among officials and safety leaders of their total driver and traffic safety programs. Teachers should be aware of this situation and include references to it in their driver and traffic safety education courses.

Not only must every driver be conscious of the present and potential hazard involved in meeting and passing or being passed by a motorcycle, but members of a class who own motorcycles must be informed in detail of the different operating procedures necessary for the safe handling of a motorcycle.

CYCLE SAFETY

Discussion:

- I. Early history of the motorcycle.
- II. Statistics of motorcycle fatalities and injuries.
 - A. National.
 1. All studies show that motorcycle drivers involved in accidents are mostly young.
 - a. 45 to 66 per cent under 20 years of age
 - b. 25 per cent were 20 to 24 years of age
 2. Studies show that 70.6 per cent of cycle injuries were drivers and 29.4 per cent were passengers.
 - B. State.
 - C. Local.
- III. The need for motorcycle safety education.
 - A. The privilege of the cyclist to use the road.
 - B. The responsibility of the cyclist.
 - C. Acts most frequently causing cycle accidents.
 1. Failure to realize severity of cycle accidents.
 - a. when a cyclist is involved in an accident, his chances of being injured or killed are much greater than if he were riding in a vehicle which afforded more protection. A Wisconsin study of cycle accidents during 1965 showed that injury or death to cyclists occurred in 89.6 per cent of all the accidents involving this vehicle.
 2. Not familiar with cycle operation—no previous experience or very little.
 3. Overconfidence.
 - a. in motorcycle performance
 - b. in driver's ability
 4. Reckless driving.

5. Following too closely.
6. Speed too fast for conditions.
7. Failure to yield right of way.
8. Riding in blind spot of other vehicles.
9. Failure to provide or use mirrors.
10. Failure to signal intention.
11. Carrying objects with hands.
12. Failure to wear protective gear.
13. Failure to recognize cycle disadvantages.

IV. The part of the parent in the motorcycle safety program.

A. Considerations before purchasing a cycle.

1. Need.
 - a. transportation
 - b. recreation
2. Types and cost.
 - a. scooter type (under 15 hp)
 - b. motor bike type (under 15 hp)
 - c. motorcycle (15 to 75 hp)
3. Weight of vehicle versus accident severity.
 - a. an Oregon study commented on the relationship between motorcycle weight and accident severity. The report stated, "There was a tendency for higher per cents of personal injury accidents as the weights of the vehilce decreased."
4. Insure adequate instruction upon purchasing vehicle.
 - a. during 1967, several companies, dealing with the selling of cycles, have been known to include a HAND-BOOK FOR MOTORCYCLE OPERATORS. Some of them also include with the purchase of a cycle, the services of a motorcycle instructor for the purpose of teaching the inexperienced rider the fundamentals of cycle operation.
 - b. insure adequate protective equipment is worn by driver.
 - (1) safety helmet (see South Dakota Motorcycle Act of 1967)
 - (2) goggles or windshield
 - (3) outer garments
 - (4) gloves
 - (5) boots
5. Possible consequence resulting from motorcycle operation.
 - a. accident
 - b. injury
 - c. death
 - d. liability for

- (1) personal property damage
 - (2) personal injury to others
- 6. Insurance cost for operation of cycle.
- 7. Upkeep of the cycle (safety regulations).
- B. Considerations after purchase.
 - 1. Cooperation of parents and cyclist with school and police officials.
 - 2. Selection or control of where to ride the cycle.
 - 3. Further development of skill, knowledge and attitude when riding in traffic.
 - 4. Continued good attitude of cyclist toward fundamental rules of riding a cycle and toward traffic regulations.
 - 5. School activities promoting cycle education.
 - 6. Responsibilities of municipal authorities licensing cycles and their riders (see South Dakota Motorcycle Act of 1967).
 - 7. The possibility of developing local cycle safety program.

UNIT IX SOCIAL RESPONSIBILITIES OF THE DRIVER

Discussion: (an asterisk (*) indicates material which should be included in a thirty hour course.)

- I. Social responsibilities of the driver.
 - A. Interaction of social, physical, mental, and emotional qualities.
 - B. Responsibilities to the family, the community, and to other users of the highway.
- II. The meaning of the term social obligation.
- III. Factors considered under social obligations of the driver.
 - A. Sharing the highway.
 - 1. Each driver has a right to certain portions of the highway.
 - 2. The pedestrian always has the right of way over turning vehicles.
 - 3. Emergency vehicles have the first right to the highway during the course of an emergency.
 - B. Cooperating with traffic officers.
 - C. Protecting the pedestrian.
 - D. What to do in case of accident
 - 1. Legal obligation.
 - 2. Moral obligation.
 - 3. First Aid (use Red Cross first aid manual as a guide)
 - E. Keeping your vehicle in good condition (in addition to

inspection requirements) particularly safety equipment.

1. Lights.
2. Brakes.
3. Steering mechanism.
4. Mirrors.
5. Horn.
6. Tires.
7. Windshield.
8. Windshield wipers.

IV. Driving is a privilege.

- A. Sharing any public property (highway) is a privilege.
- B. Any license implies a privilege.
- C. A license is a badge of integrity—evidence of faith and trust.
- D. Use of a privilege is a test of one's judgment and common sense.

V. Sound driving consists mainly of practices in which the responsibilities of the driver are displayed by knowledge, skills, habits and attitudes, in the following aspects:

- A. Technical.
- B. Social.
- C. Legal.
- D. Personal.

VI. Sound driving practices are displayed by drivers who:

- A. Have developed skill in control of the vehicle.
- B. Know what to expect of the vehicle.
- C. Avoid taking chances.
- D. Have regard for the rights of other highway users.
- E. Signal intentions to all persons who might be affected by their actions.
- F. Watch for the mistakes of other persons to compensate for their actions.

VII. Improving desires for voluntary observance through the utilization of:

- A. Newspaper campaigns, editorials, pictures, cartoons.
- B. Radio and television programs, traffic club programs, interviews.
- C. Visual aids, posters, warning signs, films.
- D. Polls of public opinion.

VIII. Some problems of enforcement.

- A. "Fixing mills".
- B. Ticket "fixing".

IX. Improvement of enforcement.

- A. Adequate personnel.
 - B. Good officer training program.
 - C. Adequate, intelligent supervision.
 - D. Proper equipment.
 - E. Court support.
 - F. Public support.
 - G. Adequate salaries, pensions, and insurance.
 - H. Car inspections.
- X. Enforcement agencies.
- A. Police.
 - B. Courts.
 - C. Motor vehicle departments.
- *XI. Financial responsibility laws.
- A. Effect on accident rates.
- XII. Legal.
- A. Criminal negligence cases.
 - B. Civil cases.
- *XIII. Accident responsibility.
- A. Accident forms (see appendix E, pg. 87-88).
- *XIV. Insurance.
- A. Liability—driver and owner.
 - B. Personal loss—fire, theft, collision.
 - C. Damage costs awarded to others.
 - 1. Property damage—liability insurance.
 - 2. Bodily injury—liability insurance.
 - D. Assigned risk plan.

EVALUATION OF CLASSROOM INSTRUCTION

Evaluation should be a continuous process throughout the units. Every effort should be made to encourage students to improve their test score on material from the unit. As motivation continues or is accelerated, the student should reflect this increase in higher accomplishment.

I. Measuring Attitude:

- A. Siebrecht Attitude Scale.
- B. Driving Attitude Inventory.
- C. Mann Attitude Survey.

One or more of these scales could be administered at the beginning and end of the course for an attitude evaluation. See appendix D, pg. 81.

II. Measuring Growth of Knowledge:

- A. Comprehensive tests prepared by publishers of text books.
- B. Tests prepared by the instructor based on material presented

in class.

- C. Standardized tests (commercially purchased).
- D. Observations in class (by instructor).

III. Measuring Skill:

- A. Psychophysical Tests (see appendix B, pg. 79).

PART II LABORATORY INSTRUCTION

Practice driving is considered, in this section, as that phase of the total driver and traffic safety education program which utilizes either a simulation device and/or a dual control vehicle for student practice of safe vehicle operation on a driving range, or on streets and highways.

By careful planning the instructor guides students through a more logical instructional program. Planning should include provisions for:

1. Preparation by the instructor for presentation of each lesson.
2. Presentation by the instructor to assist students in developing an understanding of lesson content.
3. Demonstration by the instructor to show, skillfully, what is expected of the student in terms of knowledge and performance.
4. Practice by the student under the instructor's guidance.
5. Evaluation by the instructor and the student to serve as feedback to the student in strengthening the student's learning.

A resume of the course content is presented below to assist instructional planning. Content material has been divided into two sections, SIMULATION and IN-CAR PRACTICE for purposes of presentation, since both may be scheduled to occur concurrently. Individualization of content and length of time spent on each unit of study is a local problem solved by the ingenuity of the instructor and/or the administrative framework within which he operates. Therefore, the units of study presented in this guide are subject to change as each local program finds a need.

Objectives

As general outcomes of laboratory instruction the student will be given time, equipment, and instructional assistance to:

1. Develop his knowledge, skills, habits, and attitudes for safe, smooth, and economical vehicle operation.
2. Practice vehicle operation in preparing to drive, starting, stopping, backing, driving in light city traffic, heavy city traffic, one way streets, two way streets, two lane rural highways, and limited access highways.

The objectives of this phase of instruction are more properly stated in what the student is expected to do; his terminal behavior. More specifically, the students behavior will be directed toward developing his fullest potential and achieving his best performance.

SIMULATION

Each unit of the simulator is a full-sized model of a driver's compartment with fully operational controls and gauges. The student views specially prepared motion picture films while "driving" according to the conditions shown on the screen. His responses are recorded in such a way as to enable the instructor to note his errors in order that they may be corrected.

The use of a simulator in combination with an on-street program has been shown by research studies to be as effective as six hours of on-street and has been accepted as a substitute for approximately three hours of the normal six hours of practice driving at a ratio of four hours in the simulator to one hour of in-car practice.

Advantages of Simulation

1. Per pupil cost is reduced.
2. Practices fundamental skills without being exposed to actual traffic hazards.
3. Standardization of driving exercises.
4. Student practice not affected by adverse conditions.
5. Students are faced with greater variety of traffic conditions.
6. Facilitates the adjustment to on-street driving.
7. Helps to detect the students who have poor motor skills.
8. Immediate knowledge of the correctness of response to a traffic situation.
9. Enables instructor to teach groups rather than individual students at a given time.

Disadvantages of Simulation

While the simulator is a remarkable teaching aid, there are some limitations that should be noted:

1. No "feel" of movement.
2. A restricted field of vision on the screen.
3. The initial cost of purchase may prohibit the use of simulators.
4. It is difficult to supervise several students at the same time.
5. A limited choice of action or decision making.

Simulation and In-Car Practice

The simulator may be used in combination with either an off-street or an on-street program.

Current practice accounts for two types of plans. These are generally called the concurrent, integrated, program and the block of time program.

1. Concurrent—Two groups of students alternate between simulator and the car.
2. Block of Time—Students complete course in simulator and then advance to car. Students should move directly upon completion of simulator to car so that transfer of learning may take place.

Placement of Simulators

Simulator units may be placed either in a separate regular classroom or in a mobile unit. Where a school district has more than one high school, the mobile unit can be moved from one school to another. It would also be possible for two or more school districts to combine for the purchase and use of simulators.

Adjuncts to Successful Use of Simulators

1. Orientation of each new class.
 - a. Explain to students the advantages of the simulator.
 - b. Impress on students the need for care of expensive equipment.
 - c. Explain simulator operation.
2. Every day:
 - a. Use mimetic drill preceding film to be shown. The student must know what operations to perform and be given an opportunity to practice before the film showing.
 - b. Turn simulators off and remove key when not in use. This discourages unwanted operation of controls and switches.
 - c. Have students report malfunctions in simulator. Keep daily record and report to person responsible for maintenance.
 - d. Keep simulator units and room neat and clean. Clean floor-board of units weekly.
 - e. Projector care.
 - (1) clean lens daily
 - (2) regular inspection and lubrication
 - f. Retract screen when not in use.
 - g. Set-up a regular maintenance schedule. Keep a supply of the most needed repair parts on hand to avoid complete shut-down of the simulator.
 - h. Inspect and repair films as needed.
 - i. Clean films according to recommendations of producer.
 - j. Keep simulator room locked when not in use.

For day by day instruction refer to teaching manual provided by the manufacturer.

IN-CAR PRACTICE

Little distinction will be made in this section between the automatic and the standard transmission vehicles. Instructors utilizing the standard transmission vehicle for laboratory instruction will find it necessary to supply more information to students concerning use of the clutch and shifting procedures.

I. Initial Familiarization or Review.

A. Control Devices.

1. Steering wheel.

2. Selector lever and selector quadrant.
 3. Accelerator.
 4. Brake.
 5. Parking brake.
 6. Clutch and gear shift lever (for standard transmission).
- B. Safety aids.
1. Those which help drivers avoid accidents, such as:
 - a. rear view mirrors
 - b. sunvisors
 - c. switches and lights
 - d. directional signals
 2. Those which help drivers and passengers minimize bodily injury, such as:
 - a. seat belts
 - b. padded dash
 - c. padded sunvisors
 - d. safety door locks
 - e. safety glass
 - f. recessed steering wheel and energy absorbing steering column
- C. Gauges.
1. Oil pressure.
 2. Temperature.
 3. Fuel.
 4. Ammeter (alternator).
 5. Speedometer.
 6. Odometer.
- D. Starting devices.
1. Ignition switch.
 2. Starter switch.
 3. Choke, manual or automatic.

II. Procedures to be followed in:

A. Preparing to drive.

1. Checks to be made before starting the engine.
 - a. periodic checks such as:
 - (1) the electric system
 - (2) the exhaust system
 - (3) the cooling system
 - (4) the condition of windshield wipers and washers
 - (5) clean headlight lenses and window glass
 - (6) oil in crankcase

- (7) water in the battery
- b. routine checks such as:
 - (1) check around the vehicle
 - (2) enter the vehicle and lock all doors
 - (3) place key in the ignition switch housing
 - (4) adjust the seat
 - (5) adjust the rear view mirrors
 - (6) fasten the seat belt
- B. Starting the engine.
 - 1. Check the parking brake to be sure it is set.
 - 2. Select either N or P as the starting gear.
 - 3. Actuate the choke if the engine is cold.
 - 4. Turn on the ignition.
 - 5. Actuate the starting device.
 - 6. Check the gauges after the engine has been started.
- C. Starting the vehicle.
 - 1. Place the RIGHT foot on the brake pedal.
 - 2. Shift to drive, low, or reverse.
 - 3. Release the parking brake.
 - 4. Check traffic to the rear (use rear view mirror).
 - 5. Check traffic in the blind spot (TURN YOUR HEAD).
 - 6. Signal intention of leaving curb or edge of road.
 - 7. Release the foot brake.
 - 8. Accelerate gently and steer out into traffic.
- D. Stopping the vehicle.
 - 1. Stopping at the curb line or edge of the road.
 - a. check for clearance in the desired lane
 - b. check traffic to the rear and in the blind spot in the direction of intended travel
 - c. signal the intended change of path
 - d. steer smoothly toward the intended stopping point
 - e. brake smoothly to a stop at the desired point
 - 2. Stopping in line with traffic.
 - a. check traffic in rear view mirror
 - b. flash brake lights, give hand signal, (or both), to warn drivers to the rear
 - c. brake smoothly to a controlled stop at the desired point

III. Basic Driving Skills.

It should be noted that although some of the skills listed below are not completely basic in nature, they are mentioned at this point so that the instruction may begin early. It requires PRACTICE to:

- A. Develop steering control for:
 - 1. Driving a straight line.
 - 2. Performing a minor turn.
 - 3. Performing a major turn.
- B. Develop the concept of judging the vehicle's position in relation to:
 - 1. Other vehicles.
 - 2. Curb lines.
 - 3. Road edges.
 - 4. Stop signs.
 - 5. Pedestrian crosswalks.
- C. Develop use of vision to:
 - 1. Recognize hazard conditions.
 - 2. See situations which develop into emergencies.
- D. Develop a legal driving manner by:
 - 1. The student's knowledge of, his respect for, and his willingness to obey traffic laws.
 - 2. The student's ability to follow directions given by signs, signals, and markers.
 - 3. The student's ability to drive at speeds comensurate with prevailing conditions.
- E. Backing the vehicle.
 The backing maneuver requires that the student previously master the initial processes and in addition learn about the following:
 - 1. Positioning the body for backing when:
 - a. backing straight
 - b. turning to the right
 - c. turning to the left
 - 2. Steering control.
 - a. practicing the minor turn with use of one hand
 - b. practicing the major turn with use of two hands
 - 3. Judging vehicle's position.
 - a. practicing the vehicle's placement such as:
 - (1) stopping for pedestrian crosswalk
 - (2) stopping before entering a street from the driveway
 - (3) positioning the vehicle properly upon completion of the backing maneuver
 - 4. Controlling speed.
 - a. practicing the use of slow speed by alternating between brake and accelerator
 - 5. Accepting legal responsibility.

- a. See South Dakota Traffic Code, Sections 13.123 and 13.127.

F. Turning at the intersection of two way streets.

The instructor might well plan to practice this lesson in a quiet residential district. Therefore, it will be essential that the student learns the legal limitations of driving in such an area as well as the procedures in turning.

1. The right turn and left turn both involve:
 - a. checking for a clear path ahead
 - b. checking traffic to the rear and in the blind spot
 - c. signalling for the intended turn at least the minimum distance of 100 feet ahead (preferably one-half block ahead)
 - d. positioning the vehicle for the intended maneuver
 - e. checking the intersection for controls, pedestrians, and vehicular traffic
 - f. maintaining position while turning
 - g. maintaining a turning speed
 - h. entering the street in a position away from existing traffic
 - i. entering the mainstream of traffic after checking for clearance
2. The U turn involves:
 - a. knowledge of the locations where such turns are legal
 - b. care in selecting intersections which allow excellent visibility from all directions
 - c. stopping close to the right curb line, behind the pedestrian crosswalk to check for a clear path to turn
 - d. turning right, as if for a right turn, and then turning left and crossing to the opposite side of the intersection to stop and check traffic again
 - e. signalling left and continuing the turn around when the path is clear
3. Note on turning:
 - a. the students will require time as well as practice to learn:
 - (1) which directions to look, in order
 - (2) the positions best suited for turning
 - (3) the speeds best suited for turning
 - (4) the path their vehicle should follow during the turning maneuver
 - (5) the concept of completing the turn and returning to the traffic pattern

IV. Traffic techniques and strategic driving performance.

A. Light city traffic.

This experience should help the student to:

1. Drive safely in varied city traffic.
2. Develop more confidence in his ability to cope with traffic problems.
3. Review and expand his knowledge of safe driving practices.
4. Observe and practice utilizing traffic regulations.
5. Think for himself in a normal traffic situation.
6. Practice stopping, starting, and parking on an upgrade or a downgrade.

B. Heavy city traffic.

The instructor will probably want the student to drive in heavier traffic several times since there is so much for the student to comprehend, and the problems of fitting into traffic are difficult to learn the first time.

This experience should give the student practice in:

1. Use of lanes, traffic signals, signs and other markers.
2. Sharpening his awareness of intersection problems.
3. Turning onto and from one way streets.
4. Driving on one way streets.
5. Parallel parking.

C. Highway driving.

The driver will learn to focus his attention farther ahead than he has previously practiced, respond to traffic problems in relation to the speed he is driving, and learn to control the vehicle at a much higher rate of speed.

Discussion and practice will center around:

1. The effects of speed on vehicle control.
2. The mathematics of vehicle control is slowing, stopping, and turning.
3. Control of the vehicle during emergency situations such as:
 - a. a blow-out
 - b. skidding
 - c. front wheel off of the road
 - d. headlights go out
 - e. car approaches in your lane
 - f. accelerator sticks open
 - g. brakes fail
 - h. engine stalls while vehicle in motion

4. Practice passing another vehicle.
5. Driving the limited access highway.
 - a. entering limited access highway
 - b. problems on the limited access highway
 - c. leaving the limited access highway
6. Observing highway signs.
7. Choice of lane.
 - a. emphasize the common misuse of lanes
8. Choice of speed.
 - a. emphasize the adjustment of speed according to conditions
9. Noting danger situations.
 - a. discuss and look for the common and the unusual dangers as they are met during the lesson
10. Driving in adverse conditions.

EVALUATION OF LABORATORY INSTRUCTION

As an outcome of Laboratory instruction the instructor should note:

1. A growth in the student's knowledge and skills.
2. A change in the student's habits and attitudes.

The student's terminal behavior may be observed as:

1. A growth in his knowledge and skill in manipulation of the automobile.
2. An improved understanding of the application of the rules of safe and legal vehicle operation.
3. An ability to fit his vehicle into the flow of traffic and become an integral part of the traffic picture by his choice of position, speed, and his adjustment to the changing traffic conditions.
4. A desire to drive in a safe, smooth, and efficient manner.
5. An understanding of the relationship between the laws of nature and the laws of man.
6. An increased ability to communicate to his instructor such information as descriptions of hazards and his plans to avoid actual and potential hazards on the streets he is driving.
7. An ability to discriminate between safe and unsafe motor vehicle operation.

EVALUATION

Chapter IV

CHAPTER IV

EVALUATION GUIDELINES

The Program

Is the program so organized and administered that:

1. Driver and traffic safety education is included as a distinct program in the curriculum, available at a time nearest the student's licensing age.
2. The school administration indicates interest by actively participating in planning and implementing the driver and traffic safety education program.
3. Articulation is adequate between all phases of the program.
4. It provides for standards recommended by the South Dakota State Department of Public Instruction.
5. The instructional staff is selected because of professional preparation, interest and enthusiasm for carrying out the stated objectives of the driver and traffic safety education program.
 - a. staff shall be fully certified by the State Department of Public Instruction as driver and traffic safety education instructors
6. All eligible students shall receive both classroom and laboratory instruction.
7. The time allocated for instruction is adequate to insure thorough learning.
8. Instructional needs are met by:
 - a. adequate physical facilities including a special room
 - b. equipment
 - c. instructional aids
 - d. reference material maintained in school library
9. Records are available which indicate the following:
 - a. students physical, mental and emotional limitations
 - b. student's achievement and performance as well as credit given by the school
 - c. proper notification of parents concerning student progress
10. The following are important characteristics of the program:
 - a. significance of personal responsibility
 - b. the importance of courtesy
 - c. consideration of the rights of others
 - d. individual respect for legal authority
 - e. pride in safe, courteous driving
11. The school has definite procedures to be followed in case of an accident.
12. The school plans for research regarding:

- a. traffic problems
- b. accident trends
- c. public opinion polls
- d. other research pertinent to improvement of instruction

Facilities and Equipment

Are the facilities and equipment provided in the local program in keeping with the following criteria:

- 1. A satisfactory written agreement exists between school authorities and the dealer, or dealers, supplying dual control vehicles.
- 2. Vehicles utilized for in-car driving experience shall be equipped with all appropriate safety devices including those which enable instructors to retain control of the vehicle.
- 3. Vehicles shall be adequately insured.
- 4. Vehicles used for in-car practice driving shall be maintained according to standards set by the manufacturer.
- 5. The driver education classroom provided by the school shall include room darkening facilities and other provisions for use of audio-visual media.
- 6. Audio-visual media shall be available for daily use in the classroom.
- 7. Storage space shall be provided for audio-visual media and other instructional aids.
- 8. Equipment shall be provided for:
 - a. administration of skill tests
 - b. instructional demonstration purposes
 - c. in-car teaching aides
- 9. Office space and equipment shall be available for administration of the total program of driver and traffic safety education.

The Staff

Is the program adequately staffed so as to provide:

- 1. Efficient administration of all phases of the program.
- 2. Adequate supervision of the instructional staff.
- 3. Long range planning for meeting present and future needs in carrying out an effective program.
- 4. An effective teaching staff which:
 - a. possesses qualifications required by the State Department of Public Instruction
 - b. shows interest by being active in local, state and national associations
 - c. has wide range of driving experience and is enthusiastic about teaching others

- d. provides for learning activities directed toward student attainment of objectives set by the school
- e. centers instruction around practical problems and plans instruction to be flexible to adapt to new and changing conditions
- f. utilizes the techniques of outside resources, articulation with other disciplines, demonstrations, audio-visual and multi-media sources in instruction
- g. uses current teaching tools such as texts, pamphlets, locally developed study guides, tests, testing devices, student developed projects and supervised field trips
- h. follows a planned program of evaluation of instruction

The Student

Student evaluation is continuous and individualized according to specific needs as indicated by student performance during each lesson. It should be realized that many evaluative devices have not, as yet, been validated by scientific research and that caution should be used in drawing conclusions or making judgments on the basis of devices which may be motivational rather than diagnostic in nature. The following criteria may be utilized:

- 1. Written tests of general knowledge, sound driving practices, state and local regulations.
- 2. Tests of performance in conjunction with road examination.
- 3. Instructors judgmental evaluation from:
 - a. oral questioning
 - b. observing and interpretation of student behavior
- 4. Psychophysical tests results.
- 5. Attitude inventories.
- 6. Tests of hazard recognition.
- 7. Basic skills test.
- 8. Student self appraisal.

SELECTED REFERENCES

TEACHER PREPARATION TEXTS

- Aaron, James E., and Strasser, Marland K., **Driver Education and Traffic Safety: Content, Methods, and Organization**. New York: The Macmillan Company, 1966. P. x 401.
- American Automobile Association, Mahony, Arthur L., editor, **Teaching Driver and Traffic Safety Education**. New York: McGraw-Hill Book Company, 1965. P. x 478.
- Brody, Leon, and Stack, Herbert J., editors, **Highway Safety and Driver Education**. New York: Prentice-Hall, Inc., 1959. P. vi 464.

SECONDARY SCHOOL DRIVER AND TRAFFIC

SAFETY EDUCATION TEXTS

(Teacher's editions or manuals, driving guides, workbooks, tests and other supplementary materials are available for many of the texts listed.)

American Automobile Association, **Sportsmanlike Driving**, (Fifth Edition) New York: McGraw-Hill Book Company, 1965. P. x 374.

Center for Safety Education, New York University, **Driver Education and Traffic Safety**. (Seventh Edition; formerly **Man and the Motor Car**) Engelwood Cliffs, New Jersey: Prentice-Hall, Inc., 1967. P. 365.

Glenn, Harold T., **Youth at the Wheel**, (Second Edition) Peoria, Illinois: Chas. A. Bennett Co., Inc., 1965. P. 370.

Grant Bruce, **Know Your Car and How to Drive**. Chicago: Rand McNally and Company, 1962. P. 72.

Halsey, Maxwell, and Kaywood, Richard, **Let's Drive Right**. (Fourth Edition) Chicago: Scott, Foresman and Company, 1965.

Kearney, Paul W., **How to Drive Better and Avoid Accidents**. (Second Revised Edition) New York: Thomas Y. Crowell Company, 1963. P. xiii 258.

Louer, A. R. and Pawlowski, Joseph G., **Tomorrow's Drivers**. Chicago: Lyons and Carnahan, 1967.

Nugent, Thomas J., **Safe Driving**. Bronxville, New York: Self Taught Publications, Inc., 1962. P. 128.

Strasser, Marland K., Eales, John R., Zaun, Cecil G., and Mushlitz, M. Eugene, **When You Take the Wheel**, River Forest, Illinois: Laidlaw Brothers, 1963. P. 335.

White, Ernest B., **The Road to Better Driving**. (Revised Edition) Bronxville, New York: Cambridge Book Company, Inc. 1963. P. iv 378.

PROGRAMMED TEXTS

American Automobile Association, **Programmed Topics from Sportsmanlike Driving**: (Fifth Edition.) New York: Webster Division, McGraw-Hill Book Company, 1965. P. 81.

Ferraro, Douglas P., Teal, Gilbert E., and Fabrizio, Ralph A., **Your Car and Safe Driving**. New York: The Macmillan Company, 1964. P. iii 117; Appendix 28.

Harris, Jean H., **Attitudes and Survival: A Programmed Text**. Harrisburg, Pennsylvania: Lear Siegler Service, Inc., 1965. P. ii 75.

Rohloff, Joseph W., **Physics and the Driver: A Programmed Text**. Harrisburg, Pennsylvania: Lear Siegler Service, Inc., 1964. P. ii 67.

Velte, Joseph J., **Freeway Driving: A Programmed Text**. Harrisburg, Pennsylvania: Lear Siegler Service, Inc., 1965. P. iv. 58.

PERIODICALS

National Safety Council, **Family Safety**. (Published Quarterly)
Chicago: The Council.

National Safety Council, **School Safety**. (Published Quarterly)
Chicago: The Council.

National Safety Council, **Safety Education** (Published Monthly)
Chicago: The Council.

National Safety Council, **Traffic Safety**. (Published Monthly) Chicago:
The Council.

National Commission on Safety Education, National Education Association, **Safety**. (Published Bi-Monthly) Washington: The Commission.

The Eno Foundation for Highway Traffic Control, **Traffic Quarterly**.
(Published Quarterly) Saugatuck, Conn.: The Foundation.

The Traffic Institute, **Traffic Digest and Review**. (Published Monthly)
Evanston, Illinois: The Institute, Northwestern University.

ORGANIZATIONS WHICH PUBLISH TRAFFIC SAFETY PAMPHLETS

Aetna Casualty and Surety Co.
Public Relations and Advertising
Department (D-A)
151 Farmington Avenue
Hartford, Connecticut 06115

Alabama Farm Bureau Mutual
Casualty Insurance Company, Inc.
Montgomery, Alabama 36100

Allstate Insurance Company
Accident Prevention Department
7447 Skokie Blvd.
Skokie, Illinois 60076
(contact regional offices in
major cities)

America Fore Loyalty Group,
Insurance Company
80 Maiden Lane
New York, New York 10038

American Armed Services
Underwriters, Inc.
Birmingham, Alabama 35203

American Automobile Association
Traffic Engineering and Safety
Department
1712 C. Street, N. W.
Washington, D. C. 20036
(contact local offices)

American Bar Association
Traffic Court Program
115 East 60th Street
Chicago, Illinois 60037

American Mutual Insurance Alliance
20 North Wacker Drive
Chicago, Illinois 60606

American Optical Company
Film Division
Box A
Buffalo, New York 14215

American Optometric Association
Department of Public Affairs
7000 Chippewa Street
St. Louis, Missouri 63119

American Trucking Association, Inc.
1616 P. Street, N. W.
Washington, D. C. 20036

Association of Casualty and
Surety Companies
60 John Street
New York, New York 10038

Association of State & Provincial
Safety Coordinators
Suite 816
1710 H. Street, N. W.
Washington, D. C. 20006

Automobile Manufacturers Assn.
New Center Building
Detroit, Michigan 48202

Automotive Safety Foundation
200 Ring Bldg.
Washington, D. C. 20036

Better Highways Information
Foundation
2000 K Street, N. W.
Washington, D. C. 20006

Bicycle Institute of America, Inc.
122 E. 42nd Street
New York, New York 10017

Capital Fire and Casualty Co.
P. O. Box 2374
Birmingham, Alabama 35201

Center for Safety Education
New York University
Washington Square
New York, New York 10011

Chrysler Corporation Educational
Services
Department of Public Relations
P. O. Box 1919
Detroit, Michigan 48202

Dairyland Mutual Insurance Co.
P. O. Box 1242
625 North Segoe Road
Madison, Wisconsin 53701

Employers Mutual of Wausau
115 West Wausau Avenue
Wausau, Wisconsin 54402

The Eno Foundation for Highway
Traffic Control
Saugatuck, Connecticut 06880

Farm Bureau Insurance Companies
P. O. Box 6218
Montgomery, Alabama 36100

Farmers Mutuals
3099 E. Washington Avenue
Madison, Wisconsin 53701

Ford Motor Company
Traffic Safety & Highway
Improvement Department
The American Road
Dearborn, Michigan 48120

Metropolitan Life Insurance Co.
One Madison Avenue
New York, New York 10010

General Motor Corporation
General Motors Building
3044 West Grand Blvd.
Detroit, Michigan 48202

B. F. Goodrich Company
Akron, Ohio 44300

Grain Dealers Mutual Insurance Co.
1752 North Meridan Street
Indianapolis, Indiana 46207

Highway Visibility Bureau
520 North Michigan Avenue
Chicago, Illinois 60611

Imagination, Inc.
4032 Maryland Avenue, N.
Minneapolis, Minnesota, 55427

Institute of Public Safety
Pennsylvania State University
University Park, Penn. 16802

Insurance Institute for Highway
Safety
1725 DeSales Street, N. W.
Washington, D. C. 20036

Johnson and Johnson
Director of Consumer Relations
501 George Street
New Brunswick, New Jersey 08903

Kansas Farm Bureau, Safety Dept.
Farm Bureau Bldg.
Manhattan, Kansas 66502

Kemper Insurance
4750 Sheridan Road
Chicago, Illinois 60640

Liberty Mutual Insurance Company
175 Berkeley Street
Boston, Massachusetts 02117

Maryland Casualty Company
Accident Prevention Department
Baltimore, Maryland 21203

Massachusetts Bonding & Insurance
Company
10 P. O. Square
Boston, Massachusetts 02109

Meridian Mutual Insurance Company
2955 N. Meridian Street
Indianapolis, Indiana 46201

Royal-Globe Insurance Group
Casualty Companies
150 William Street
New York, New York 10008

Safe Winter Driving League
520 North Michigan Avenue
Chicago, Illinois 60611

Michigan State Board of Alcoholism
230 N. Grand Avenue
Lansing, Michigan 48933

National Association of Automotive
Mutual Ins. Companies
20 North Wacker Drive
Chicago, Illinois 60606

National Education Association
National Commission on Safety
Education
1201 16th Street, N. W.
Washington, D. C. 20036

National Farmers Union Service
Corporation
1575 Sherman Street
Denver, Colorado 80201

National Federation of Business &
Professional Women's Clubs, Inc.
2012 Massachusetts Avenue, N. W.
Washington, D. C. 20006

National Highway Users Conference
National Press Building
Washington, D. C. 20004

National Safety Council
Traffic Department
425 N. Michigan Avenue
Chicago, Illinois 60611

Nationwide Mutual Insurance
Safety Department
246 N. High Street
Columbus, Ohio 43216

New Hampshire Insurance Group
Manchester
New Hampshire 03100

Presidents Committee for
Traffic Safety
532 Pennsylvania Building
Washington, D. C. 20004

Shell Oil Company
Community Activities Division
50 W. 50th Street
New York, New York 10020

Standard Accident Insurance Co.
640 Temple Avenue
Detroit, Michigan 48202

State Automobile and Casualty
Underwriters
600 Fifth Avenue
Des Moines, Iowa 50308

State Farm Mutual Auto Ins. Co.
Bloomington, Illinois 61401

Superintendent of Documents
Government Printing Office
Washington, D. C. 20025

Traffic Institute
Northwestern University
Evanston, Illinois 60200

Travelers Insurance Company
700 Main Street
Hartford, Connecticut 06115

United States Department of Health
Education, and Welfare
Food and Drug Administration
Washington, D. C. 20204

United States Fidelity & Guaranty
Company
Calvert & Redwood Streets
Baltimore, Maryland 21202

Utica Mutual Insurance Company
Utica, New York 13500

White House Conference on Highway
Safety
Washington, D. C. 20000
(% Superintendent of Documents)

Appendix A—Audio-Visual Media

The following is a list of sources of audio-visual aids.

AAA Foundation for Traffic Safety
1712 G. Street, N. W.
Washington, D. C. 20006

Aetna Casualty & Surety Company
Public Relations & Advertising Dept.
151 Farmington Avenue
Hartford, Connecticut 06115

Allstate Insurance Company
Accident Prevention Division
7447 Skokie Blvd.
Skokie, Illinois 60076

Bell Telephone System
(contact local Bell Business Office)

Bailey Films, Inc.
2509 DeLongpre Avenue
Hollywood, California 90028

Bureau of Communications Research
267 West 25th Street
New York, New York 10001

American Association of Motor
Vehicle Admin.
Barr Building
Washington, D. C. 20006

American Gas Association
Film Service
605 3rd Avenue
New York, New York 10016

American Red Cross
3724 W. Wisconsin
Milwaukee, Wisconsin 53200

American Transit Association
Traffic Safety Foundation
292 Madison Avenue
New York, New York 10019

American Trucking Association
Public Relations Department
1616 P. Street, N. W.
Washington, D. C. 20036

Association Films, Inc.
561 Hillgrove Avenue
LaGrange, Illinois 60525

Audio-Visual Center
Michigan State University
East Lansing, Michigan 48823

Automotive Exhaust Research
Institute
1220 Keith Building
Cleveland, Ohio 44100

California Highway Patrol
2490 First Avenue
P. O. Box 898
Sacramento, California 95800

Castle Films
1445 Park Avenue
New York, New York 10029

Charles Cahilland Associates, Inc.
5746 Sunset Blvd.
Hollywood, California 90028

Cheney Brothers, Film Labs
1420 N. Wilcox Avenue
Hollywood, California 90028

Chrysler Corporation
Driver Education Department
P. O. Box 1919 Dept. B
Detroit, Michigan 48231

Cine-Tel Productions
6327 Santa Monica Blvd.
Los Angeles, California 90038

Citizens Traffic Safety Board
of Metropolitan Chicago
20 N. Wacker Drive
Chicago, Illinois 60606

Colonial Films, Inc.
71 Walton Street
Atlanta, Georgia 30303

Coronet Films
Coronet Building
Chicago, Illinois 60601

Cottrell Safety Services, Inc.
2306 Walden Avenue
Buffalo, New York 14225

Dallas-Jones Productions
1725 N. Wells Street
Los Angeles, California 90036

Davis Productions-Sid Davis
3826 Cochran Avenue
Los Angeles, California 90036

Department of Audio-Visual Ed.
South Dakota State College
Brookings, South Dakota 57006

Department of Audio-Visual Ed.
Northern State College
Aberdeen, South Dakota 57401

Department of Audio-Visual Ed.
Southern State College
Springfield, South Dakota 57062

Employers Mutual of Wausau
Film Department
115 West Wausau Avenue
Wausau, Wisconsin 54402

Encyclopaedia Britannica Films
Public Relations Department
1150 Wilmette Street
Wilmette, Illinois 60091

Fess-Levy Films
1320 Quebec Street
Denver, Colorado 80222

Ford Motor Company
Film Library
The American Road
Dearborn, Michigan 48121

Frith Films
840 Seward Street
Hollywood, California 90028

General Electric Company
Motion Picture Bureau
One River Road
Schenectady, New York 12305

- General Motors Corporation
Public Relations Department
Film Library
Detroit, Michigan 48202
- Goodyear Tire & Rubber Company
Audio-Visual Department
Akron, Ohio 44316
- Highway Safety Foundation, Inc.
P. O. Box 1563
Mansfield, Ohio 44907
- Ideal Pictures, Inc.
1010 Church Street
Evanston, Illinois 60201
- International Film Bureau, Inc.
332 S. Michigan Avenue
Chicago, Illinois 60604
- Jam Handy Organization
Film Distribution Department
2821 East Grand Blvd.
Detroit, Michigan 48211
- Johnson & Johnson Company
Merchandising Services Department
New Brunswick, New Jersey 08903
- Long Filmslides, Inc.
7505 Fairmont Avenue
El Cerrito, California 94530
- Lumbermen's Mutual Casualty Co.
Public Relations Department
Chicago, Illinois 60640
- March of Time Forum Films
369 Lexington Avenue
New York, New York 10017
- Mobil Oil Company
P. O. Box 8529
Chicago, Illinois 60680
- Modern Talking Picture Service, Inc.
3 East 54th Street
New York, New York 10022
- National Association of Automotive
Mutual Insurance Companies
20 North Wacker Drive
Chicago, Illinois 60606
- National Education Association
National Commission on Safety Ed.
1201 Sixteenth Street, N. W.
Washington, D. C. 20036
- National Highway Users Conference
National Press Building
Washington, D. C. 20004
- National Safety Council
425 N. Michigan Avenue
Chicago, Illinois 60611
- Nationwide Insurance Company
246 North High Street
Columbus, Ohio 43215
- North Dakota Agricultural College
Division of Supervised Study
Film Service
Fargo, North Dakota 58100
- North Dakota Auto Club
Fargo, North Dakota 58100
- North Dakota State Highway Patrol
State Safety Director
Bismarck, North Dakota 58501
- Office of the County Superintendent
of Schools in your County
- Perfect Circle Company
522 S. Washington
Hagerstown, Indiana 47346
- Progressive Pictures
6351 Thornhill Drive
Oakland, California 94611
- Prudential Insurance Company
Box 36 Ed. Department
Newark, New Jersey 07100
- Safety Education Films, Inc.
1535 Como Avenue
St. Paul, Minnesota 55113
- Seiberling Rubber Company
Public Relations Department
Akron, Ohio 44309
- Shell Oil Company
Film Library
450 North Meridian Street
Indianapolis, Indiana 46204
- South Dakota Automobile Club
1108 West 12th Street
Sioux Falls, South Dakota 57104
- Standard Oil Company of California
P. O. Box 2495 Rincon Annex
San Francisco, California 94119
- State Department of Public
Instruction
Audio-Visual Media Specialist
Pierre, South Dakota 57501
- State Safety Director
Film Service
Department of Motor Patrol
Pierre, South Dakota 57501

Sterling Movies USA, Inc.
Bookings Exchange
43 West 61st Street
New York, New York 10023

United World Free Film Service
221 Park Avenue, South
New York, New York 10003

University of Kansas
Bureau of Audio Visual Education
Lawrence, Kansas 66044

University of Minnesota
Audio Visual Extension
Minneapolis, Minnesota 55414

U. S. Bureau of Public Roads
Washington, D. C. 20025

Visual Aids Service
Division of University Extension
University of Illinois
Champaign, Illinois 61820

Walt Disney Productions
16mm Department
2400 W. Alameda Avenue
Burbank, California 91506

Young American Films, Inc.
18 East 41st Street
New York, New York 10017

Zurich-American Insurance Company
Film Department
111 West Jackson Blvd.
Chicago, Illinois 60604

Appendix B—Psychophysical Tests

The following is a list of firms supplying psychophysical tests.

American Automobile Association
1712 G. Street, N. W.
Washington, D. C. 20006

Association of Casualty and
Surety Agents
60 John Street
New York, New York 10038

Bausch and Lomb Optical Company
18 South Michigan Avenue
Chicago, Illinois 60603

Educational Devices Company
Austin, Texas 78701

LaFayette Instrument Company
N. 26th and 52 By-Pass
Box 57
LaFayette, Indiana 47902

Marietta Apparatus Company
118 Maple Street
Marietta, Ohio 45750

Porto-clinic Instruments, Inc.
298 Broadway
New York, New York 10007

Stanley L. Heylman, Inc.
4945 Edgemoor Avenue
Baltimore, Maryland 21215

C. H. Stoeling Company
424 N. Homan Avenue
Chicago, Illinois 60624

Titmus Optical Company
Petersburg
Virginia 23803

Some psychophysical testing equipment is available on loan from:

South Dakota Highway Patrol
Safety Department
Pierre, South Dakota 57501

Appendix C—Special Driver And Traffic Safety Education Equipment

The following is a list of firms supplying certain special equipment
for driver and traffic safety education.

Aetna Casualty & Surety Company
Public Relations Department (D-A)
Hartford, Connecticut 06115
(Simulators)

Allstate Insurance Company
Accident Prevention Department
7447 Skokie Blvd.
Skokie, Illinois 60076
(Simulators)

American Auto Association
1712 G Street, N. W.
Washington, D. C. 20036
(charts, working models, maps,
jerk recorder, tumbling cylinder
decelerometer, brake reaction
detonator and blanks)

Auto Brake Control Company
900 North Vermont
Los Angeles, California 90029
(Dual Controls)

Bond Safety Products
542 Calle Santa Rosa
Palm Springs, California 92262

Bumpa-Tel Sign Company
Department DEI
200 Front Street
Mounds, Illinois 62964
(Signs on Bumpers)

Champion Spark Plugs
Dayton, Ohio 45401
(Charts & Driver Education
flannel board kit)

Davis & Box Company
3549 Bryn Mawr
Dallas, Texas 75200
(Course marker flags)

Educational Device Company
518 Littlefield Building
Austin, Texas 78701

Ford Motor Company
Dept. of Educational Affairs
The American Road
Dearborn, Michigan 48121
(Charts & Driver Ed. Kits)

Funk Forging Company
1633 Fifth Street
Chicago Heights, Illinois 60411
(Dual Controls)

General Motors Corporation
Department of Public Relations
General Motors Building
3044 West Grand Blvd.
Detroit, Michigan 48202
(Charts and Materials)

G. S. Kabat Company
Box 6700
Los Angeles, California 90000
(Metal chalkboard with driver
education materials)

Keystone View Company
Meadville, Pennsylvania 16335
(Overhead projector & teaching
materials)

Magno-Saf-T Board
Emigsville, Pennsylvania 17318
(Magnet Board)

Minnesota Automotive, Inc.
502 Patterson Avenue
Mankato, Minnesota 56001
(Dual Controls)

J. McIntosh Company
30 South Court House Avenue
Carlisle, Pennsylvania 17013
(Magnetic traffic board)

Carl A. Munn
Munn Teaching Devices
388 Lafayette Avenue
Buffalo, New York 14213
(Model traffic signal)

Oravisual Company, Inc.
Box 11150
St. Petersburg, Florida 33733
(Flannel Boards)

Portable Dual Controls, Inc.
1701 Balmoral
Detroit, Michigan 48203
(Dual Controls)

Porto-clinic Instruments, Inc.
296 Broadway
New York, New York 10007
(Magnetic traffic boards, overhead
projectors and transparencies)

Rockwell Mfg. Company
400 North Lexington Avenue
Pittsburg, Pennsylvania 15208
(Simulators)

Rodgers Company
Hackensack, New Jersey 07601
(Traffic Cones)

Safety Dual Controls
1461 Montrose Avenue
Chicago, Illinois 60613
(Dual Controls)

Sim-L-Car-Link Division
General Precision, Inc.
Binghamton, New York 13900
(Simulators)

Hydramite Division
Stromberg Hydraulic Brake and
Coupling Company
5453 Northwest Highway
Chicago, Illinois 60630
(Hydraulic Brake Dual Controls)

Titmus Optical Company
Petersburg, Virginia 23803
(Vision Tester)

Viking Importers
 113 South Edgemont
 Los Angeles, California 90004
 (plastic models of engines)

Appendix D—Attitude Scales

The following is a list of firms supplying attitude scale tests.

Center for Safety Education
 Washington Square
 New York, New York 10011
 (Siebrecht Attitude Scale)

College of Education
 Michigan State University
 East Lansing, Michigan 48823
 (Mann Attitude Survey)

Iowa State College
 Ames, Iowa 50010
 (Driving Attitude Inventory)

Appendix E—Suggested Record and Report Forms

Parent's Permission for Driver Education Instruction

I HEREBY GIVE CONSENT FOR _____ TO TAKE
 (Name of son or daughter)

A COMPLETE DRIVER EDUCATION COURSE, INCLUDING PRAC-
 TICE DRIVING INSTRUCTION, UNDER THE GUIDANCE OF A PRE-
 PARED TEACHER AT _____ HIGH SCHOOL.

 (Signature of Parent or Guardian)

Daily Report for Car

Date _____ Car _____ License No. _____

Name of Teacher	Name of Beginner	Odometer Reading		Actual Number of Miles	Time Behind Wheel
		Start	Finish		

Remarks _____

Washington Senior High School
Sioux Falls, South Dakota

Dear Parents:

Your (son) (daughter) _____ recently completed a two-part driver education course. The course consisted of 30 hours classroom instruction and 6 hours in the laboratory phase (behind-the-wheel). Three of the 6 hours total in the car result from 10 to 12 hours spent in the simulator. This means that a total of 3 actual hours were spent driving a real car. Grades received in each phase of the course were as follows:

DRIVER TRAINING _____ (behind-the-wheel)

DRIVER EDUCATION _____ (classroom)

The time spent behind-the-wheel has given your (son) (daughter) a sound background in the fundamentals of driving safely. It has not produced a skillful, finished driver. It will take from 5 to 10 years to achieve this goal. Lack of experience and lack of maturity are responsible for most teen-age accidents. Do not let your (son) (daughter) drive alone until you feel at ease when you ride with him. Do let him drive as often as you feel you can, but be sure there is an adult licensed driver along until you feel that the necessary skills have been attained.

Items checked below are the areas of driving in which your (son) (daughter) needs more practice:

- | | |
|--------------------------|--------------------------------|
| 1. Starting and stopping | 6. Parking upgrade with curb |
| 2. Backing | 7. Parking downgrade with curb |
| 3. Turning | 8. Passing |
| 4. Proper use of lanes | 9. Driving one-way streets |
| 5. Parking (parallel) | 10. Improve seeing habits |

We sincerely hope that you will help your (son) (daughter) continue practicing the skills, habits and judgments needed for a lifetime of safe driving.

Sincerely yours,

Instructor

REMARKS:

Form DE-1

STATE DEPARTMENT OF PUBLIC INSTRUCTION
DR. GORDON A. DIEDTRICH, STATE SUPERINTENDENT
PIERRE, SOUTH DAKOTA

Application for the Approval of a Driver Education Course

Date _____

School _____ Address _____
(Post Office and Zip No.)

General requirements for the approval of a driver education course:

1. A certificated high school teacher who has completed the special two-semester hour course for driver education instructors.
2. The school will conduct a course which provides a minimum of 30 clock hours for the classroom phase and a minimum of 6 clock hours per student for actual driving time (exclusive of observation time) in the practice driving phase.

Supply the following information for all driver education teachers

Name of Teacher	Secondary Teacher's Certificate			College Dr. Ed. Course (s)	
	Type	Number	Expiration	Sem. Hrs.	College

The driver education course will be conducted during the period extending from _____ to _____ and will meet the requirements listed above in items one and two. There will be _____ students enrolled. (number)

Signed _____
(Superintendent or Principal)

Approved by _____ Date of Approval _____
(Assistant Director of Secondary Education)

Submit three copies to: Wyland J. Borth, Assistant Director of Secondary Education
Department of Public Instruction
Pierre, South Dakota 57501

Form DE-3

South Dakota Department of Motor Vehicles

Pierre, South Dakota

Certified list of students enrolled in a high school driver education course approved by the South Dakota State Department of Public Instruction.

Name and address of school _____

Students enrolled for period extending from _____ to _____

I certify that this is a correct list of the students enrolled in the driver education course of the above named high school and I am one of the approved driver education instructors of that school.

Date _____ Signed _____

(Driver Education Instructor)

The Department of Motor Vehicles certifies that this list meets the requirements of Chapter 135 of the 1966 Session Laws of South Dakota and that the students on this list are legally entitled to drive the driver education car when an approved driver education instructor is occupying the seat beside the student driver

Date _____ Signed _____

Title _____

Submit three copies



AGREEMENT FOR USE OF DUAL CONTROL CAR

I. THE AAA AUTOMOBILE CLUB AGREES TO:

1. Assist the school in securing the loan of a current model automobile.
2. Process car agreements under the AAA Driver Education Car Assignment Program and provide for notification of the automobile manufacturer.
3. Provide identifying decals to the Dealer at no charge.

II. THE SCHOOL AGREES TO:

1. Conduct a high quality Driver Education course with practice driving meeting the requirements of the State Department of Public Instruction where such requirements have been set up, otherwise, the following minimum requirements:
30 Clock Hours Per Student of Classroom Instruction
6 Clock Hours Per Student of Practice Driving (exclusive of time spent in the car as an observer)
2. Provide an instructor who has completed special Driver Education teacher preparation of a minimum of 40 clock hours and is otherwise approved by the State Department of Public Instruction. In States which have minimum requirements in excess of 40 clock hours, the State requirements will be considered as a minimum for car assignment.
3. Use the car exclusively for driver education activities, and have a qualified driver education instructor present at all times the car is in operation.
4. Make certain that there is insurance coverage for the protection of the School, the Dealer, the instructor, other users of the car and list the local AAA Club as "Additional Assured." The coverage should include, but need not be limited to (A) 100-300 thousand dollars Public Liability; (B) 10 thousand dollars Property Damage; (C) 100 dollars Deductible Collision; (D) Comprehensive—Fire, Theft and Tornado Insurance.
5. In the event that the vehicle is damaged, report promptly any such damage to the Dealer and to the insurance company.
6. Identify the car as a "Driver Education Car" and with a Dealer courtesy line 1½ inches high.
7. Have vehicle maintenance done to the satisfaction of the Dealer and pay all operational and maintenance expenses.
8. Properly maintain the appearance of the car.
9. Provide garaging for the vehicle to the satisfaction of the Dealer.
10. Return the car to the Dealer on expiration of assignment and pay for servicing or repairs necessary to put the car in the same condition as received, except for normal wear and tear.

III. THE LOCAL DEALER AGREES TO:

1. Provide the School for its EXCLUSIVE use a current model car(s) properly licensed, equipped with dual controls, outside mirrors on both right and left, and heater with defroster where required, for the period noted.

Number of Cars Covered by This Agreement:
Make of Car Year.....
Type of Transmission
Period: to

This agreement shall take effect when SIGNED by persons authorized for the organizations involved.

SCHOOL

Street
City State
Signature for school
Title

AAA CLUB

Street
City State
Signature for club
Title

DEALER

Street
City State
Signature for dealer
Title

Date of last signature

VEHICLES

DRIVER OF VEHICLE _____
DRIVER'S ADDRESS _____
Street or R F D City and State
DRIVER'S DATE OF BIRTH Mo. Day Yr. Sex Race
DRIVER'S LICENSE NO. DRIVER'S OCCUPATION
OWNER OF VEHICLE _____
OWNER'S ADDRESS _____
Street or R F D City and State
MAKE OF VEHICLE YEAR TYPE
Coupe, Sedan, Truck, Taxi
VEHICLE LICENSE RATE OF SPEED
Year State Number
DESCRIBE DAMAGE TO VEHICLE _____
APPROXIMATE COST TO REPAIR \$ _____

DRIVER OF VEHICLE _____
DRIVER'S ADDRESS _____
Street or R F D City and State
DRIVER'S DATE OF BIRTH Mo. Day Yr. Sex Race
DRIVER'S LICENSE NO. DRIVER'S OCCUPATION
OWNER OF VEHICLE _____
OWNER'S ADDRESS _____
Street or R F D City and State
MAKE OF VEHICLE YEAR TYPE
Coupe, Sedan, Truck, Taxi
VEHICLE LICENSE RATE OF SPEED
Year State Number
DESCRIBE DAMAGE TO VEHICLE _____
APPROXIMATE COST TO REPAIR \$ _____

- ☐ PEDESTRIAN ☐ ANIMAL ☐ STOPPED IN TRAFFIC LANE
☐ BICYCLE ☐ OTHER VEHICLE ☐ PARKED ☐ OTHER

DAMAGE TO PROPERTY OTHER THAN VEHICLES _____
Name Object and State Nature of Damage

OWNER'S NAME AND ADDRESS _____ APPROXIMATE COST TO REPAIR \$ _____

NAME	ADDRESS	AGE	SEX	VEH. NO.	KILLED	NATURE OF INJURY

If you fail to give full information below we will assume that you did not have bodily injury and property damage liability insurance.

YOUR LIABILITY INSURANCE COMPANY (Not Agent) _____
LIABILITY POLICY NUMBER _____ POLICY PERIOD: FROM _____ TO _____
NAME OF POLICY HOLDER _____ ADDRESS _____

INJURED
INSURANCE

FORM-SR-21

DO NOT DETACH	FILL IN BELOW COMPLETELY	DO NOT DETACH
Name of Your Liability Insurance Company only, not Agent		
Full name of insurance company		
LIABILITY POLICY NUMBER	POLICY PERIOD FROM	TO
MAKE OF YOUR VEHICLE NO. 1	Year	Type
DATE OF ACCIDENT		AT OR NEAR
DRIVER		ADDRESS
OWNER		ADDRESS
NAME OF POLICYHOLDER		YOUR SIGNATURE

FR-1

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**READ
CAREFULLY****CONFIDENTIAL REPORT OF MOTOR VEHICLE ACCIDENT
STATE OF SOUTH DAKOTA****FILL OUT
COMPLETELY****MAIL TO: FINANCIAL RESPONSIBILITY DIVISION, DEPARTMENT OF MOTOR VEHICLES, PIERRE, S. DAK. 57501**

Drivers of vehicles involved in any accident resulting in damage in excess of \$100.00 to the property of any one person or any bodily injury or death, shall within 5 days after accident, forward a report of such accident to this department. A driver's license may be suspended for failure to report or give correct information on the report.

LOCATION TIME	DATE OF ACCIDENT	Month	Day	Year	HOUR	A.M.	P.M.	1.
	LOCATION OF ACCIDENT	Street or Highway				IN OR NEAR	City or Town	2.
	TOTAL NO. OF VEHICLES INVOLVED					COUNTY ACCIDENT OCCURRED		3.
								4.

NOTE: GIVE COMPLETE NAME AND ADDRESS OF ALL DRIVERS AND OWNERS INVOLVED.

YOUR VEHICLE — No. 1
DRIVER OF VEHICLE
DRIVER'S ADDRESS
DRIVER'S DATE OF BIRTH Mo. Day Yr. Sex Race
DRIVER'S LICENSE NO. DRIVER'S OCCUPATION
OWNER OF VEHICLE
OWNER'S ADDRESS
MAKE OF VEHICLE YEAR TYPE
VEHICLE LICENSE RATE OF SPEED
DESCRIBE DAMAGE TO VEHICLE
APPROXIMATE COST TO REPAIR \$

OTHER VEHICLE — No. 2
DRIVER OF VEHICLE
DRIVER'S ADDRESS
DRIVER'S DATE OF BIRTH Mo. Day Yr. Sex Race
DRIVER'S LICENSE NO. DRIVER'S OCCUPATION
OWNER OF VEHICLE
OWNER'S ADDRESS
MAKE OF VEHICLE YEAR TYPE
VEHICLE LICENSE RATE OF SPEED
DESCRIBE DAMAGE TO VEHICLE
APPROXIMATE COST TO REPAIR \$

- | | | |
|-------------------------------------|--|--|
| ☐ PEDESTRIAN | ☐ ANIMAL | ☐ STOPPED IN TRAFFIC LANE |
| ☐ BICYCLE | ☐ OTHER VEHICLE | ☐ PARKED ☐ OTHER |

**DAMAGE TO PROPERTY
OTHER THAN VEHICLES**

Name Object and State Nature of Damage

**OWNER'S NAME
AND ADDRESS****APPROXIMATE
COST TO REPAIR \$**

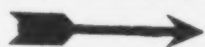
NAME	ADDRESS	AGE	SEX	VEH. NO.	KILLED	NATURE OF INJURY

If you fail to give full information below we will assume that you did not have bodily injury and property damage liability insurance.

YOUR LIABILITY INSURANCE COMPANY (Not Agent)**LIABILITY POLICY NUMBER** **POLICY PERIOD: FROM** **TO****NAME OF POLICY HOLDER** **ADDRESS**

1. Print FULL names and addresses. Clearness and legibility will be appreciated. If possible, use typewriter or write plainly in ink.
2. Answer all questions correctly. We must have the names and addresses of the owners and operators of each vehicle involved in the accident. Use additional sheets if more than two vehicles were involved.
3. BODY TYPE—Indicate such as: sedan, coupe, convertible, tractor and semi-trailer, flat-bed truck, etc.
4. BICYCLES—SKATES, ETC.—In reporting accidents where a bicycle, street car or animal-drawn vehicle is involved in the accident, use the space provided for reporting "Other Vehicle," to give names and address of persons involved. Spaces provided for body type, motor number, etc., need not be filled out for vehicles that are not subject to registration. If person injured were on a coaster wagon, sled, skates, etc., report as though the person were a pedestrian in space entitled "Injured."
5. DAMAGES—INJURIES—The nature and extent of all damages and injuries should be as clearly stated as possible. However, do not delay the filing of this report of injury or damage beyond the five (5) days as required by law.
6. OTHER PROPERTY DAMAGES—If the accident involved a fixed object, describe the object and the damage to it fully.
7. SIGN and date the report in the space provided. This report should be signed by the driver or the owner of the vehicle.

SIGN HERE



Date of
this report

Month Day Year

DO NOT DETACH

FOR USE OF INSURANCE COMPANY ONLY

DO NOT DETACH

TO: FINANCIAL RESPONSIBILITY DIVISION
DEPARTMENT OF MOTOR VEHICLES
PIERRE, SOUTH DAKOTA 57501

Return this form within 15 days
if policy was not in effect as al-
leged by motorist.

The undersigned company advises that the insurance policy, as described on the reverse side, does not afford liability coverage to both the driver and the owner in the limits of \$10,000-\$20,000 bodily injury and \$5,000 property damage for this accident, because of the following reasons:

Name of Insurance Company

POLICY NUMBER _____ DATE _____ by _____

NOT TO BE SIGNED BY LOCAL AGENT

WAS THERE A POLICE
OFFICER AT THE SCENE?

☐ YES

☐ NO If yes:

Department

Name or badge number

Name of city dept., county, state, etc.

WITNESSES

NAME ADDRESS

NAME ADDRESS

DESCRIBE WHAT HAPPENED

(Refer to vehicles by number)

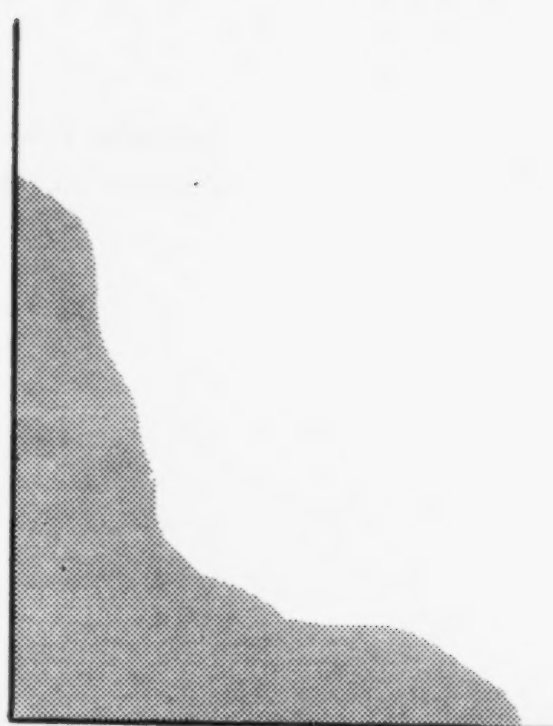
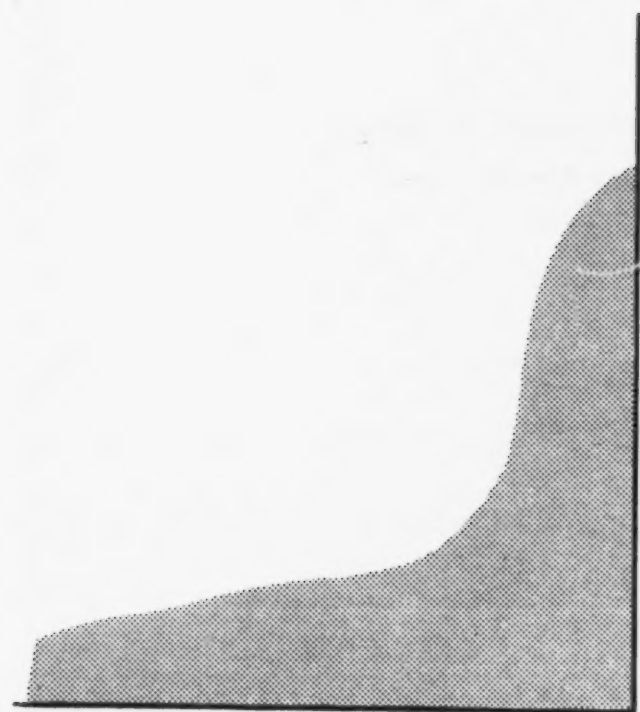
1. Print FULL names and addresses. Clearness and legibility will be appreciated. If possible, use typewriter or write plainly in ink.
2. Answer all questions correctly. We must have the names and addresses of the owners and operators of each vehicle involved in the accident. Use additional sheets if more than two vehicles were involved.
3. BODY TYPE—Indicate such as: sedan, coupe, convertible, tractor and semi-trailer, flat-bed truck, etc.
4. BICYCLES—SKATES, ETC.—In reporting accidents where a bicycle, street car or animal-drawn vehicle is involved in the accident, use the space provided for reporting "Other Vehicle," to give names and address of persons involved. Spaces provided for body type, motor number, etc., need not be filled out for vehicles that are not subject to registration. If person injured were on a coaster wagon, sled, skates, etc., report as though the person were a pedestrian in space entitled "Injured."
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6. OTHER PROPERTY DAMAGES—If the accident involved a fixed object, describe the object and the damage to it fully.
7. SIGN and date the report in the space provided. This report should be signed by the driver or the owner of the vehicle.

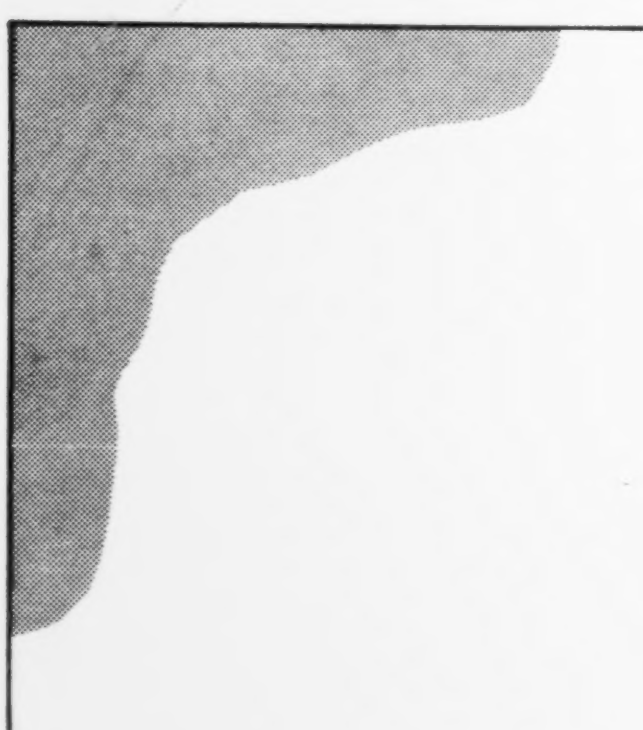
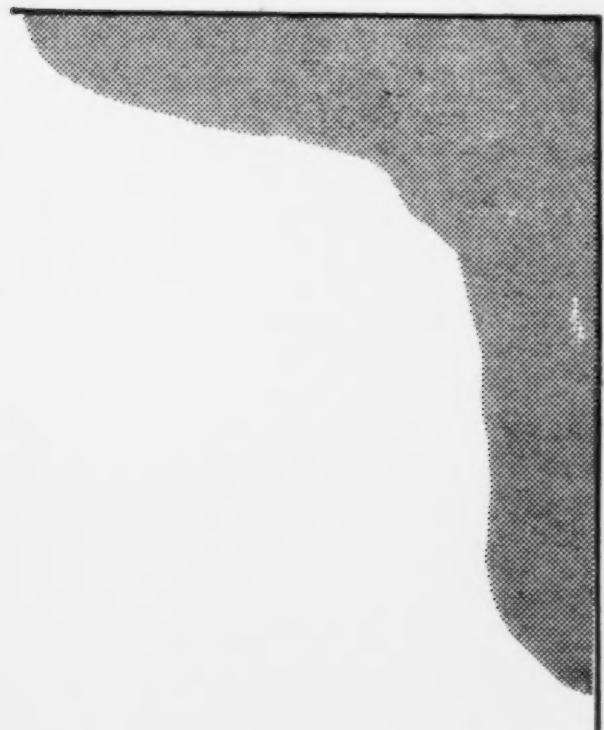
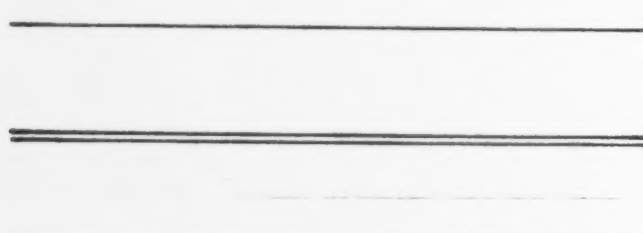
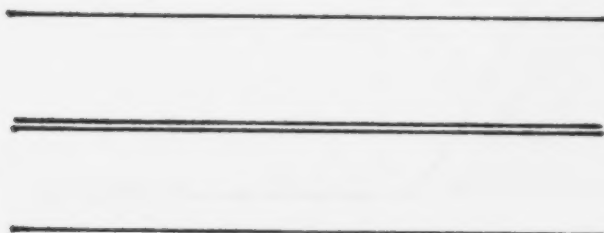
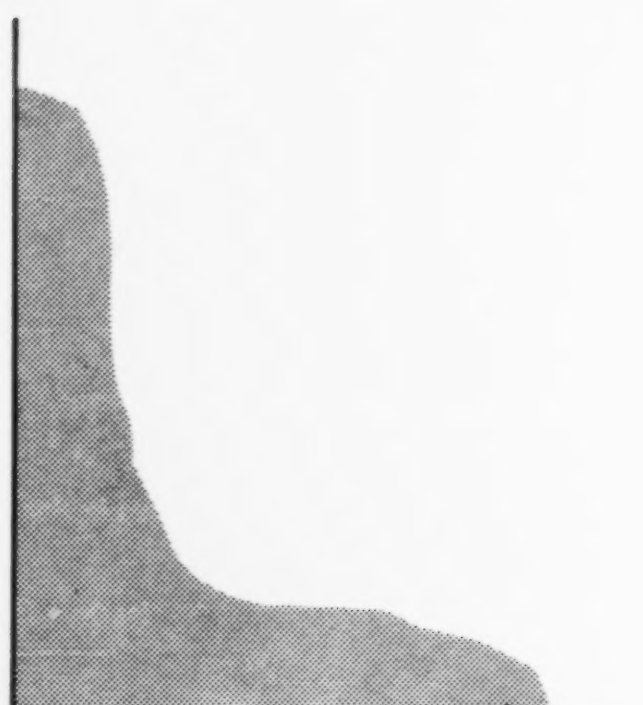
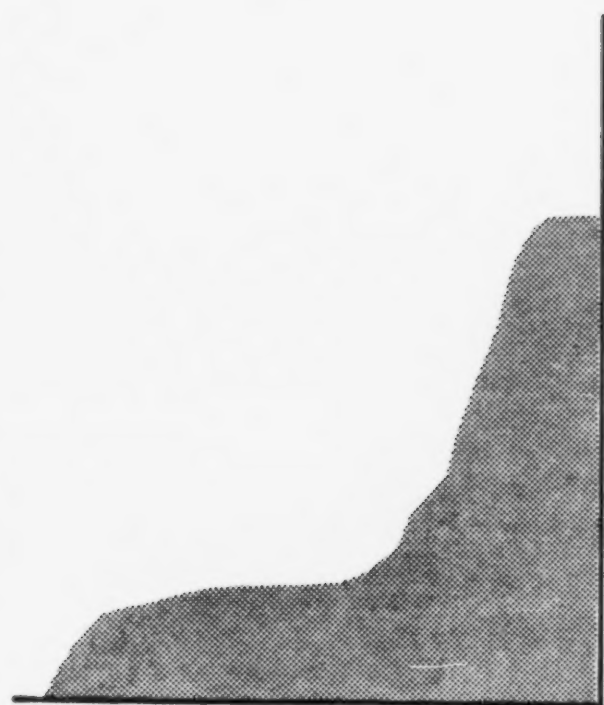
SIGN HERE

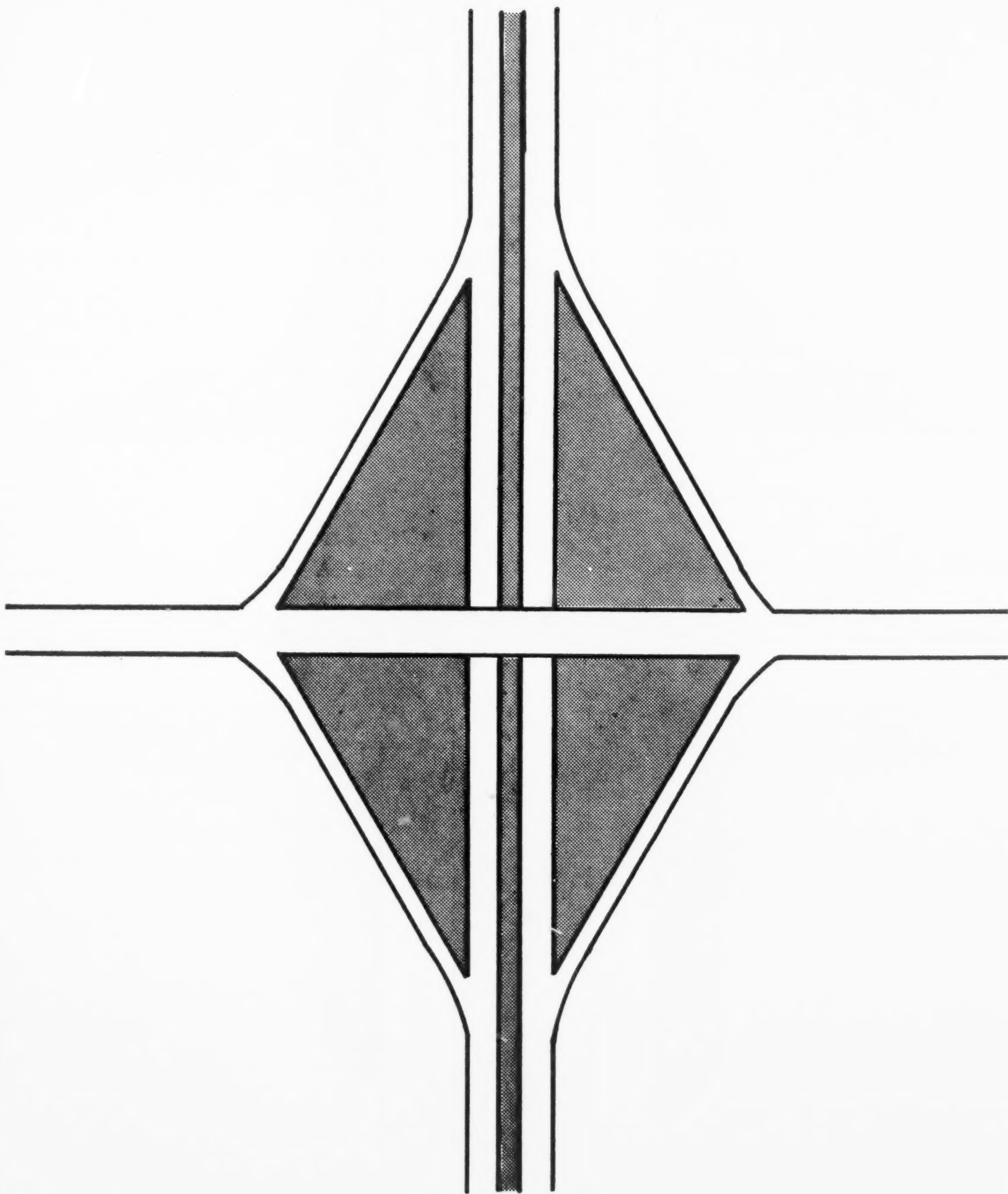
Date of

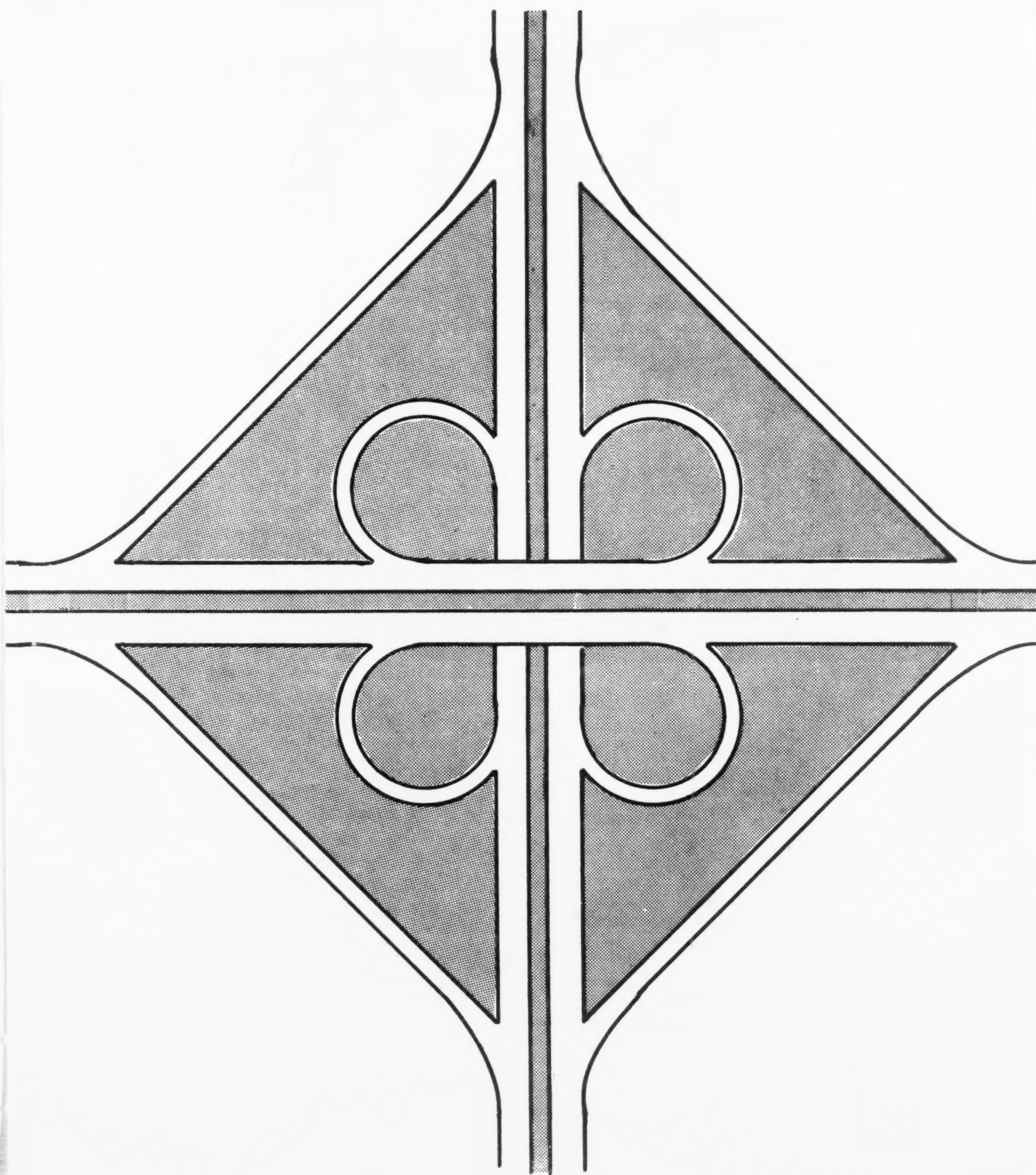
Appendix F — Intersection Patterns and Model Driving Range

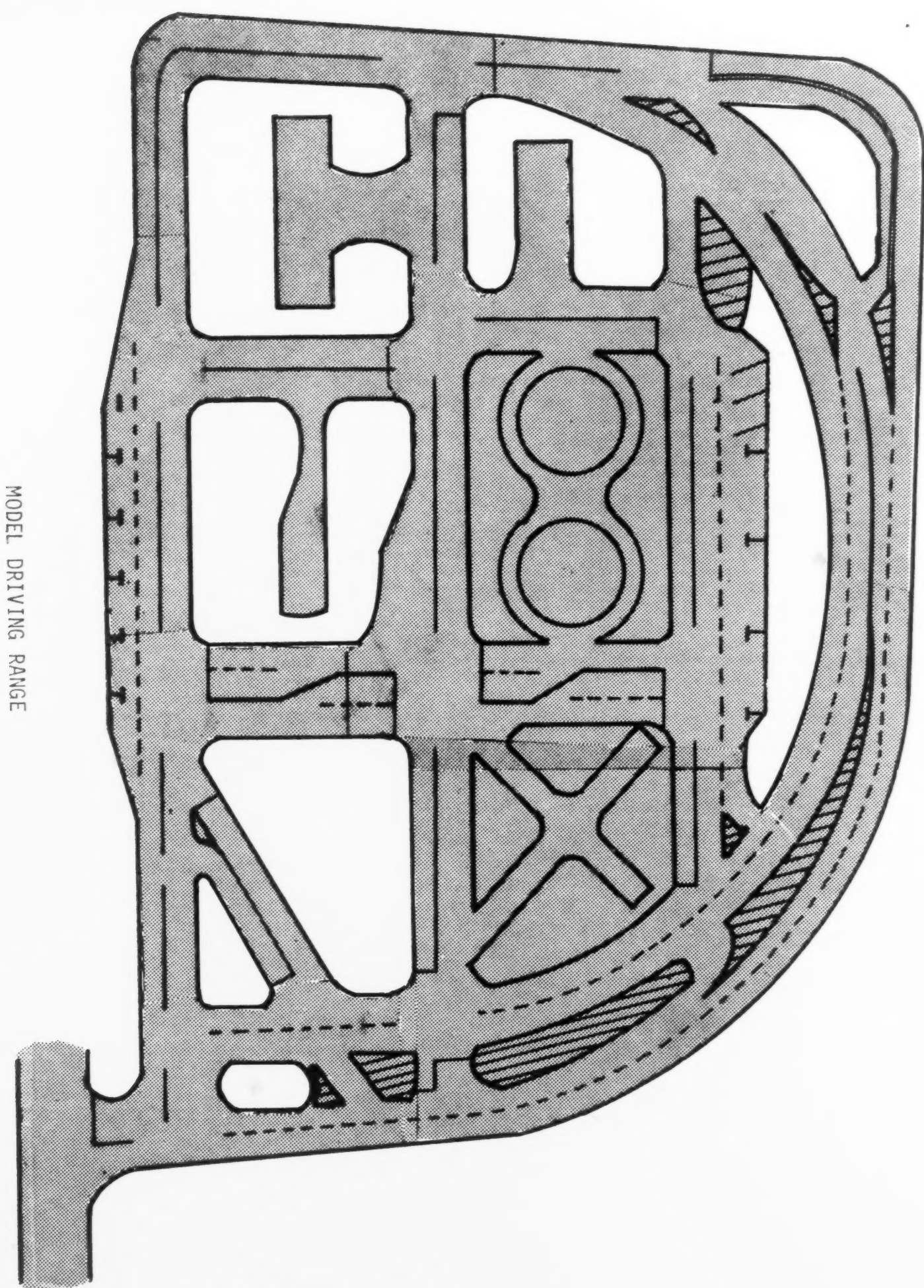
Teachers may wish to reproduce these diagrams for class use.











MODEL DRIVING RANGE

"There is no greater contribution that our schools
can make to the cause of better citizenship in
the future than to help develop proficient and
responsible drivers of motor vehicles"

Neyhart

